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January/February 1994

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Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 37, No. 3

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Special session revisited: HB 22 will significantly impact districts' ability to fund budgets

House Bill 22 (Rep. Sonny Hanson), passed during the special legislative session in December, resulted in three changes that will significantly impact the ability of school districts to fund their general fund budgets for 1994-1995 and beyond. The Office of Public Instruction has sent districts a detailed summary of these changes and will send budget

equalization) could bring its budget up to the BASE without voter approval. Many legislators felt school levies should be subject to voter approval. This prompted House Bill 22's requirement of voter approval for any budget increases over the previous year's budget.

Districts with budgets *below* the BASE funding level are required to increase their budgets each year to

limits. However, if a 4.5 percent reduction would cause the 1993-1994 budget to drop below the BASE funding level, the budget must be reduced to the BASE funding level, but not below.

Under HB 22, all but the "below BASE" districts must receive voter approval before imposing property taxes to replace the cutback in state funds. In addition, if a school board



SWIMMING AGAINST THE CURRENT: EAGLE Alternative School near Columbia Falls offers a familial setting and individualized instruction for students who, for one reason or another, don't thrive in the mainstream high school. EAGLE is one of a growing number of alternative programs in Montana. Story on page 6.

work sheets to districts in February.

The first change was a \$19 million reduction in state aid to school districts for the 1994-1995 school year. The second was the requirement of voter approval for most increases in a district's general fund budget. The third was a provision that prevents school districts from imposing property tax levies without voter approval to replace the funds cut by the state.

The estimated \$19 million reduction in state aid to districts was achieved by reducing the basic and per-student entitlements for public school districts by 4.5 percent. The savings to the state comes from a \$13 million reduction in direct state aid to districts plus a \$6 million reduction in guaranteed tax base (GTB) aid.

Prior to HB 22, school boards were able, without voter approval, to adjust for growing enrollments and to increase their general fund budgets by 4 percent. In addition, a district with a budget below the minimum, or BASE, funding level (the minimum level of funding that every district should have for

reach the BASE funding level by the 1997-1998 school year. Any growth in these budgets, in excess of the incremental amount required to reach the BASE, now requires voter approval. Districts with budgets *above* the budget maximum set by law are frozen at their prior year budget level. No votes are required for the "above maximum" districts in fiscal 1995. However, beginning in fiscal 1996, districts must obtain voter approval for the portion of the budget above the maximum.

The "no backfill" amendment
House Bill 22 was amended in House floor action to include what has been coined the "no backfill" amendment. The intent of this amendment was to prevent school districts from levying local property taxes permissively (without voter approval) to replace the cut in state aid to districts. While the "no backfill" provision has no effect on districts with budgets below the BASE funding level, it requires all other districts to reduce their 1993-1994 budgets by 4.5 percent when calculating their 1994-1995 budget

wishes to adopt a budget greater than the 1993-1994 budget, it must obtain voter approval to do so.

Districts with budgets above the maximum must decrease their budgets by 4.5 percent to calculate the 1994-1995 budget limits. If, after the 4.5 percent reduction, the budget still exceeds the maximum, the district's budget is frozen at the reduced level. If the 4.5 percent reduction causes the district to drop below the maximum level, the district may, with voter approval, increase its budget by 4 percent or move back up to the maximum budget level. However, it may not exceed the maximum budget level.

The "no backfill" amendment does not require districts to actually reduce their fiscal 1994 spending. It applies only to the calculation of the fiscal 1995 budget limits.

Questions/interpretations

House Bill 22 raised several questions that required interpretation by the Office of Public Instruction. The bill states, "Whenever the trustees

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Second Class
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Message from Nancy Keenan

The special session of the legislature is over. For fiscal year 1995, the legislature cut another \$19 million from public schools. It also cut traffic education funding, cut Office of Public Instruction staff by nine full-time positions (6.2 percent of my staff), and reduced my administrative budget by another \$200,000.

We fought the good fight for schools. We were not as successful as we had hoped, but the legislature has spoken.

My office recently sent a summary of House Bill 22, the school funding bill passed by the special session, to all school administrators, clerks, and superintendents.

House Bill 22 resulted in three changes that will have a major impact on the ability of school districts to fund their budgets. First, the bill reduced state aid to school districts by \$19 million for the 1994-95 school year. Second, voter approval is required for most increases in a district's general fund budget. Third, most school districts will not be able to impose property tax levies without voter approval to replace the funds cut by the state. These changes are explained in more detail in revenue analyst Madalyn Quinlan's article in this issue of *Montana Schools*.



House Bill 22 is not good news for Montana schools, educators, or students. However, we have to live with it. The Office of Public Instruction will do all we can to help school districts with the process of implementing HB 22.

In light of the loss of nine positions at OPI, we will be taking a hard look in the coming months at how to provide the services schools need with fewer staff. More than ever, we need to make certain we are providing services in the most effective way possible. I fully expect more cuts in the

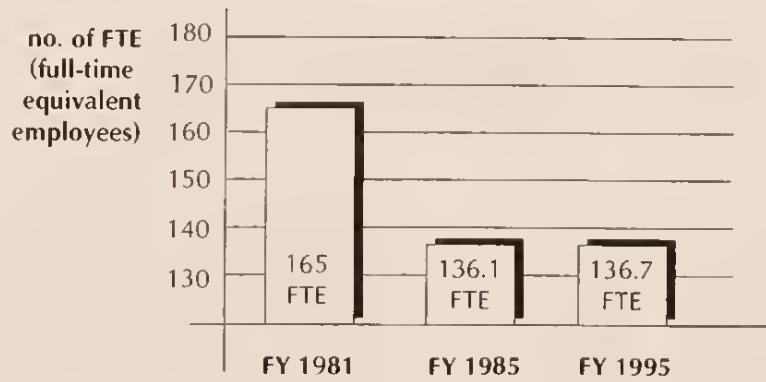
future. However, we will be setting priorities and asking you to help us determine your needs so we can continue to provide the best services we possibly can.

Once again, we all have our work cut out for us. However, I believe it is the most worthwhile work we can do: helping forge a better future for Montana's children.

Nancy Keenan

FYI:

Staffing trends at OPI, 1981-1995



An alternative to NTE is available to provisionally licensed teachers

The Montana Board of Public Education, at its October meeting, approved a change in the Test for Certification rule. This rule now allows people currently employed as provisionally certified teachers who have failed any part of the National Teacher Exam (NTE) Core Battery, and who otherwise qualify, to arrange for an alternative to meet the minimum scores.

If approved, the alternative would involve additional college courses, designated by the director of Teacher Education and Certification at the Office of Public Instruction, to be taken from a state-approved teacher preparation institution. The effective date of this rule change is November 25, 1993.

To qualify for the alternative, the individual:

- must be (or have been) employed as a teacher and receive specific recommendations;
- must have tried and failed to meet the minimum scores on some portion of the NTE Core Battery; and
- must submit a copy of the complete Examinee Score Report to the Certification Division at OPI.

Once the Examinee Score Report and recommendation form have been received, the director of Teacher Education and Certification will determine eligibility and prescribe the content of courses required. In consultation with the

applicant and the selected teacher preparation program, the specific courses will be identified and a time schedule established. This will be provided in writing to the applicant.

Before qualifying for this alternative, the applicant must have recommendations from a district administrator and the chairperson of the board of trustees. Recommendation forms are available at the Certification Office, OPI, Box 202501, Helena, MT 59620-2501.

A two-year deadline for completion of this alternative begins on the effective date of the rule change (November 25, 1993). This means the alternative will end as of November 25, 1995. Applications for this alternative will not be approved following the 1995 deadline.

For additional information or assistance, contact Don Freshour or Marilyn Roberts, Certification Office, Office of Public Instruction (444-3150).

All provisional certificates issued after November 25, 1993, which are in part or whole for the purpose of completing the NTE Core Battery, must obtain successful scores or complete the alternative option within the term of that three-year certificate. ■

—Don Freshour, Director, Teacher Education and Certification, OPI

Grants for drug-free schools and communities to be explained

Drug-free schools grant applications for the 1994-1995 school year will be distributed and explained at six regional meetings across Montana in late March and early April 1994. These meetings are designed to give participating districts their allocation amounts, explain application procedures, and answer questions regarding grant activities and requirements. Further information about these essential meetings will be sent to all schools in February 1994. If you have questions, please call the Drug-Free Schools and Communities program, Office of Public Instruction (444-1964).

Meeting dates and cities are as follows:

- March 28: Glendive
- March 29: Lewistown
- March 30: Havre
- April 4: Polson
- April 5: Helena
- April 6: Livingston

School to post-school transition for youth with disabilities

In the history of special education, no other legislation has had such an impact on services to children and youth with disabilities as PL 94-142, the Education of the Handicapped Act (EHA) of 1975. One result of the law was the Individualized Education Program (IEP), which changed the delivery of special education services forever. Children and youth could no longer be placed into a special education program and be forgotten. Everyone involved with a student's education was now accountable for what happened with the student's education.

Since 1975, PL 94-142 has been amended several times. None of the amendments, however, were as comprehensive as the 1990 amendments, which introduced dramatic changes to the act. To begin with, the name of the act was changed to the Individuals with Disabilities Education Act, or IDEA. There were numerous language changes (such as dropping the term "handicapped") along with substantive changes.

The new act included a definition of transition services, which addressed services provided to youth 16 years old or older. The definition refers to a coordinated set

of activities for a student that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

The coordinated set of activities must: (a) be based upon the individual student's needs; (b) take into account the student's preferences and interests; and (c) include instruction, community experiences,

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Students with special skills and talents are part of a "quiet crisis," according to report

Many of the nation's most talented students are part of a "quiet crisis," in which they sit bored and unchallenged in the classroom, according to a report presented to educators gathered for the National Association for Gifted Children annual conference held in Atlanta in November 1993.

Magnifying the problem, the same students are not encouraged to master rigorous and complex material or to work hard. The result is children who could excel but who don't reach their full potential. This is an especially troubling situation among poor and minority students whose talents are often unrecognized.

"American education is now at a turning point—one that requires us to reach beyond current programs and practices," said Education Secretary Richard W. Riley in the report's foreword. "Youngsters with gifts and talents that range from mathematical to musical are not challenged to work to their full potential. All of our students, including the most able, can learn more than we expect now. But it will take a major national commitment for this to occur . . . this report can point us in the right direction."

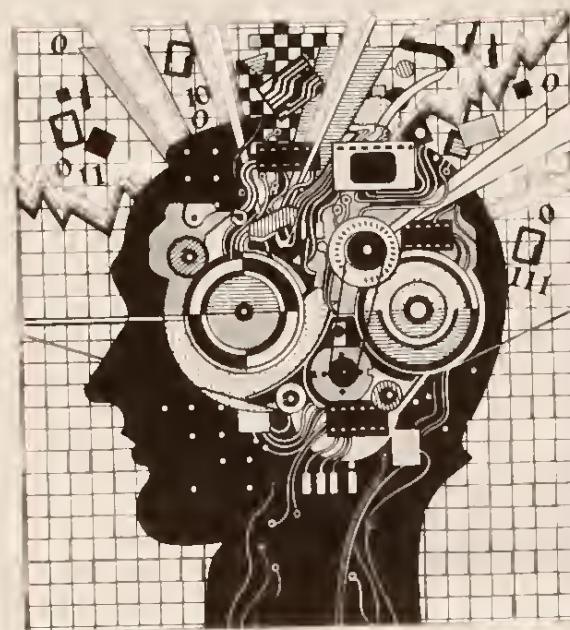
The report, *National Excellence: A Case for Developing America's Talent*, was prepared by the U.S. Department of Education's Office of Educational Research and Improvement (OERI).

"Voluntary national standards can help to raise the level of learning for all students," said Sharon P. Robinson, OERI assistant secretary. "At the same time we raise the floor for all students, we must also raise the ceiling for the most capable."

Gifted and talented children are defined as those with outstanding talents or those who show potential for high-level achievement in intellectual, creative, or artistic areas; with unusual leadership capacity; or who excel in specific academic fields compared with

others of their age, experience, or environment.

The report is the first comprehensive study in 20 years on the status of gifted and talented education. Among the report's findings are the following:



- Compared with top students in other industrialized countries, American students perform poorly on international tests, are offered a less rigorous curriculum, read fewer demanding books, do less homework, and enter the work force and post-secondary education less well prepared.

- Most elementary gifted students have mastered between a third and one-half of the year's curriculum before the first day of class, yet most teachers make few provisions for their special needs.

- Poor and minority students with outstanding talents are especially neglected. More than one in five children live in poverty in the United States, yet most programs that serve poor students focus on the problems they bring to school, rather than helping them develop their strengths.

- Most of the highest-achieving students in the nation reported that they studied less than an hour a day. This suggests they get top

grades without having to work hard.

- In the one national survey available, only two cents out of every \$100 spent on K-12 education in the United States in 1990 supported special opportunities for talented students.

The report makes recommendations to help enhance student learning. Schools are advised to:

- Set content standards and use a curriculum that challenges all children, including the most talented. Schools should provide challenging learning opportunities that offer students variety and flexibility and encourage students to pursue learning both in and out of school.

- Recognize that intelligence takes many forms and should be assessed through a variety of criteria. Educators should identify outstanding talent by observing students in settings that enable them to display their abilities, rather than relying solely on test scores.

- Increase access for poor and minority children to early childhood education programs that focus on children's strengths, not their deficiencies.

- Make high-level achievement for poor and minority children possible by removing barriers to advanced learning opportunities.

- Develop teacher skills in teaching high-level curricula.

The report also describes how schools identify youngsters for gifted programs, discusses programs and services available to talented youngsters, and looks at the current condition and the future of education for the gifted.

Copies of the report are available from the Government Printing Office, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (202-783-3238). Order stock #065-000-00603-1 at a cost of \$3.00. ■

HB 22

(Continued from page 1)

of a district adopt a general fund budget that exceeds the BASE budget for the district but does not exceed the maximum general fund budget for the district, the trustees shall submit a proposition to the electors of the district . . . for any budget amount that exceeds the previous year's general fund budget amount or the previous year's general fund budget per-ANB multiplied by the current year's ANB for budgeting purposes."

One question that arose is whether a district must vote any amount over the *greater of* or the *lesser of* the prior year budget or the prior year budget per-ANB. After a thorough discussion of the question, OPI has determined that districts must receive voter approval for any amount that exceeds the lesser of the prior year budget or the prior year budget per-ANB.

A second question concerns whether "prior year budget" means the budget as adopted at the beginning of the school year or as amended during the year. The Office of Public Instruction has concluded that the legislature intended "prior year budget" to mean the budget as adopted, not as amended. Prior to the passage of House Bill 667 in the 1993 regular session, districts could build the expenditures authorized by budget amendments into their budgets when calculating the budget caps for the following school year, if the expenditures were ongoing. Because HB 667 removed the authority of districts to build in these expenditures, Superintendent Keenan has determined that the prior year budget refers to the budget as adopted without any "base-building" expenditures.

Cuts to driver education, OPI

In other special session legislation, House Bill 89 cut state reimbursements to school districts for driver education by 50 percent, or \$788,000, for the 1994-1995 school year. The legislature also cut funding by two-thirds for OPI's traffic education programs, including public education, inservice training, curriculum guides, technical assistance, and other administrative costs related to traffic education.

Prior to the special session, OPI's traffic education program budget was \$299,000 and was funded from earmarked sources. As a result of the special session, the traffic education program budget is \$100,000 and is funded with a state general fund appropriation. This shift in funding sources, where OPI's general fund appropriation increased by \$100,000 while its funding from earmarked sources was cut by \$299,000, resulted in a net reduction to OPI's traffic education program of \$199,000 and 2.5 full-time positions. ■

—Madalyn Quinlan
OPI Revenue Analyst

Assessment

New OPI assessment publication available

With the national spotlight on assessment and the emergence of multiple forms of assessment, committing an assessment plan to paper is essential.

Educators have already suffered through the consequences of "curriculum by default," and most educators now appreciate the importance of a written, sequential curriculum.

Assessment deserves no less planning and attention. When decisions about students and programs are based upon tests, performances, products, and observations, we must practice the principles of good assessment to achieve equity.

A new guide developed by the Office of Public Instruction, *Assessment Planning: A Process Guide with Three Design Options*, provides samples of assessment plans that satisfy districts' needs at different levels of development in the assessment arena.

Assessment planning, like curriculum planning, provides context and continuity for district and classroom efforts and ensures that those efforts are part of a larger design. In effective schools, the learning progress is monitored closely and results are used to improve instruction. The Montana School Accreditation Standards require that schools develop a comprehensive and coordinated assessment plan that encompasses both student and program assessment. This guide explores ways to develop an assessment plan that is aligned with curriculum, represents effective schooling, and meets accreditation standards.

Some districts are developing criterion-referenced tests and performance assessments for every subject area. These districts are striving to become accountable for every goal in their curricula and will have little

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Broadus: little town on the prairie takes big strides forward

Broadus, a rural community in the southeastern corner of Montana, is a small town that thinks big. With school personnel, trustees, community members, parents, and students working together as a team, this community has taken big strides toward preparing its graduates for the 21st century.

When it comes to education, Broadus is on the cutting edge in many respects. Consider the following, which represent just a few of Broadus's activities

School-community planning

The school district is a partner in a major school-community strategic planning effort designed to revitalize the community and economy of Powder River County.

Like most of eastern Montana, Powder River County has lost population and jobs in the past decade. But this community is determined to take charge of its own future. With help from the Northwest Regional Educational Lab in Portland, the Powder River community and Broadus school system are working together for future community development.

The community recognizes that its schools can become the catalyst for development and revitalization since they are a communication link with the outside world. This is especially true because the school district has made a significant commitment to educational technology.

Technology

Star Schools distance learning provides satellite instruction for students and continuing education

for staff and community members. The Broadus school system is making maximum use of Star Schools opportunities; in fact, it is considered an exemplary site among the five-state Star Schools participants.

Library computerization, including a link-up with the Big Sky Telegraph electronic bulletin board, offers instant access to books and

literacy skills by providing an environment rich in classic and current literature.

Broadus High School is a model site for SIMMS (Systemic Initiative for Montana Mathematics and Science). This program, funded by the National Science Foundation, is reinventing the way we teach mathematics.

HOTS (Higher Order Thinking Skills), another NDN validated program, uses computers to replace traditional drill in Chapter 1 classes with Socratic questioning techniques. The program is designed to improve higher-level thinking skills and social confidence.

The Broadus school system was recently chosen as a model site for the Montana Rural

Drug-Free Schools program.

High school volunteers help elementary students through a cross-age tutoring project, which pairs high school students with elementary students under the direction of an elementary teacher.

People power

How does Broadus get so much done? With a lot of energetic, committed people—starting with the school board. The board has a history of being progressive and child-oriented, reflecting the community's commitment to children and to education. The Montana School Boards Association awarded Broadus trustees with its Outstanding School Board Award in 1993. Kay Brost, librarian and

gifted and talented teacher at Broadus Elementary, is Montana's current Teacher of the Year. Hal Hawley, principal at Broadus Elementary, received Montana's 1994 National Distinguished Principal Award. The Broadus district is Montana's current nominee for *Redbook* magazine's award for outstanding school system (winners will be announced in March).

Congratulations to Broadus, a winner in every sense! ■



Broadus students work with the new SIMMS mathematics curriculum.

information for staff and students. School libraries are also equipped with CD ROM players that allow quick access to encyclopedias and other sources of information.

Outstanding practices

Name an acclaimed, innovative educational program, and there's a good chance Broadus is using it. School staff have created a few new programs of their own, too, such as the "Enrichment" gifted and talented program for all grades. Enrichment features projects such as Talents Unlimited, a National Diffusion Network (NDN) validated program.

A primary-level integrated language arts program was designed to help children develop

Capture the spirit of the races—read!



More ideas for February, "I Love to Read Month"

Capture the spirit of the races—read about the Winter Olympics, the Iditarod Sled Dog Races, Montana's Race to the Sky, and other types of races or sports. Many topics and themes could be explored to develop interdisciplinary units that span all grade levels and areas of interest.

Below are some suggested activities to motivate students to read. You will need a large map of the world for these activities.

The Olympics

- Any race takes teamwork, so your question might be, "How will they do it?" For example,

carrying of the Olympic torch requires many hundreds of helpers, such as organizers to map the route and decide on relay points; coaches to train and encourage the runners; police to control traffic on busy roads; volunteers to hand out food and water to the runners; reporters and photographers to record the event; and someone to make sure runners, organizers, police, mayors, volunteers, and newsmen are all in the right place at the right time.

- Research the Olympics. What does "Olympiad" mean? How and where did the Olympics begin? When will the winter Olympics be held in the future? What is the newest sport to be added to winter Olympics competition? What are the Olympic symbol and motto? Report findings in many and varied ways.

- Research the country where the winter Olympics are being held, as well as other participating countries. Learn about the land formations, climate, cities and towns, how the people adapt to their environments, the culture and customs. If you live in a warm climate, how would you prepare for winter Olympic games?

- Greece is the origin of many famous myths, as well as the Olympics. What role do myths play in modern literature?

- The Olympics generate a lot of news cover-

age. Encourage students to bring in newspaper and magazine articles on the Olympics. These could be used to develop bulletin boards and a variety of activities. For editorials and columns, students should determine if the opinions and positions taken are supported by facts.

Iditarod

Carol Ann Wadman's class at Central School in Roundup followed the Iditarod Dog Sled Race of Alaska with their own classroom "Iditarod-A-Thon." They involved administrators, librarians, and parents in a "race" to meet a predetermined reading goal each day. Total pages read were graphed in an effort to beat their chosen mushers from Anchorage to Nome.

You might wish to use the same idea and follow the sled dog races in Montana or other states.

Send your ideas

I hope these suggestions will serve to get your own ideas flowing. I encourage you to work cooperatively with your colleagues. Please send me ideas that you use to celebrate February, "I Love To Read Month," and to celebrate reading every month! ■

—June Atkins, OPI Reading Specialist

Inclusion in Missoula: a new definition of special education

When the doors to Missoula's three urban high schools opened this fall, special education had a new look.

Special education and general education teachers were involved in collaborative teaching, and students with disabilities were included in general education classes with their non-disabled peers. For the first time since 1975, services were being taken to the student rather than the opposite. While mainstreaming was always a goal of the district and was often accomplished, it lacked the continual support that collaborative teaching currently provides.

Last year, when the Office of Public Instruction offered schools \$20,000 grants to address inclusion, Missoula County High Schools received one of these grants. This provided the catalyst, incentive, and means to move the inclusion process in the district ahead at full speed.

Using grant monies, a half-time inclusion coordinator was hired to spearhead the basic goal of the

grant: to decrease the number of students who receive special education services in settings other than general education classes in their neighborhood schools. Nancy Marks was hired to fill this position. Under her capable leadership, workshops for teachers and administrators were scheduled to address their questions and concerns about inclusion.

We have all heard that change is never easy, and it wasn't. But with school board and administrative support, the process of moving students with disabilities to their neighborhood schools and providing support in general education classes continued to become a reality. General education teachers who were already involved in collaborative teaching were important spokespersons. Their enthusiasm, dedication, and success stories were instrumental in persuading their peers to try this approach to teaching.

This school year is the first in a three-year plan to move students

with disabilities to their neighborhood schools and provide their education in the general education setting as much as possible.

John Scully wrote, "The best way to predict the future is to invent it." Only when all students, regardless of race, creed, sex, sexual orientation, or disability, have a sense of belonging can we as educators truly have a sense of accomplishment. ■

—Rodney E. Bates, M.Ed., Educational Consultant

Want to teach in Japan for a year?

Montana and its sister state, Kumamoto, have arranged a teacher exchange that will allow several Montana teachers to live and teach English in Japan for one school year.

Montana teachers will be paid by the Kumamoto government (about \$30,000).

For more information about the Montana/Kumamoto teacher exchange, contact Tammy Lanning, Montana Department of Commerce (444-4112).

Staff changes at the Office of Public Instruction

Special education

The Office of Public Instruction's Division of Special Education has undergone some changes in personnel and duty assignments. Merle DeVoe, who served the division in the areas of monitoring and audiology, has retired. Sue Paulson has been reassigned to assist with special education issues in OPI's Division of Legal Services. Cindy Daniels was recently hired to fill the vacancy as monitoring specialist. (No new positions were created.)

Cindy comes to OPI from Missouri, where she taught special education and supervised university student teachers. Her phone number at OPI is 444-0907.

Gender equity

Kathy Bramer has been hired to replace Pat Callbeck Harper as OPI's gender equity specialist. Kathy comes to OPI from the Montana Department of Labor and Industry, where she managed the dislocated worker program under the Job Training Partnership Act and served as administrator and trainer for the department's "Quality Works" program. You can reach Kathy at 444-1952. ■

Procedures for appointing a special education mediator

Recognizing that litigation is the least desirable alternative for resolving special education disputes between parents and districts, the Office of Public Instruction holds annual mediation training for special education directors, due process hearing officers, and coordinators. Workshop participants are approved as special education mediators.

In mediation, an approved mediator works with the disputing parties to help them resolve a dispute. The parties develop the terms of any agreement that is reached.

A due process hearing under the Individuals with Disabilities Education Act (IDEA) may be initiated by either a parent or a school district. Mediation is an alternative method of attempting resolution of special education disputes between a district and a parent if both parties voluntarily agree to submit the issue(s) to mediation. Mediation cannot be used to delay a party's right to a due process hearing. If a district and the parent voluntarily agree to submit the dispute to mediation, OPI will pay the costs of a special education approved mediator up to a maximum of \$800 per case.

The Office of Public Instruction will authorize an initial mediation period of 10 hours for each IDEA case. If the mediation is not completed within the 10-hour period and the mediator concludes that significant progress has been made and resolution appears probable, the mediator may request an extension of time and funds to continue the mediation.

A district may use OPI-trained mediators for Section 504 disputes or other education disputes. However, to qualify for mediation funded by OPI, the dispute must involve IDEA. Otherwise, the local

school district will be responsible for mediation costs.

The mediation procedure

Below is the procedure for requesting mediation of an IDEA dispute:

1. The district must obtain a signed "agreement to mediate" from the parties and send a written request for mediation along with a copy of the agreement to OPI.
 - a. The agreement to mediate must be signed voluntarily by the parties involved and acknowledge that the parents have received notice of all their rights under IDEA ("Parental Rights in Special Education").
 - b. The dispute between the school district and the parent must involve a disagreement about the free appropriate education program for a student with disabilities who qualifies for special education.
2. Upon receipt of the request for mediation and the signed agreement to mediate, OPI will initiate the following process to appoint a mediator:
 - a. OPI will submit to the parties a list of three approved mediators with a brief biography for each.
 - b. The parties will have five days to agree on a mediator.
 - c. If the parties cannot come to an agreement, the state superintendent will appoint a mediator.
 - d. The mediator will establish a schedule to confer with school district personnel and the parents and will notify all parties of the schedule.
 - e. The mediator is authorized to have access to all special education records necessary to assist in mediating the matter.
3. If the matter is resolved by mediation, the mediator will set forth the agreement in writing, have it signed by the parties, and submit a copy to the parties and the original to OPI. ■

KUDOS!

Congratulations to the following Montana educators and students!

Dr. Chin

The National Council of Teachers of English has elected Dr. Beverly Ann Chin, professor of English and director of the Montana Writing Project at the University of Montana, to serve as vice president. She took office in November and will assume the presidency of NCTE in 1995.

Adult education awards

The Montana Association for Adult and Community Education presented the President's Award to Karen Sullivan, GED administrator at the Office of Public Instruction, during its annual conference this fall. Carl Sandell, director of adult education in Missoula, was presented with the association's Outstanding Montana Educator award for 1993.

Special education excellence

The Yellowstone-West/Carbon County Special Services Cooperative, located in Laurel, was recently selected to receive an Exemplary Program Award by the Mountain Plains Information Exchange, a program affiliated with the National Institute on Disability and Rehabilitation Research. The Yellowstone-West/Carbon County Cooperative was recognized for excellence in meeting the transition needs of youth with disabilities and their families. Steve Ahmann is the cooperative's transition specialist.

Young writers

Students Erin Ruble of Billings West High and Tom Mullen of Capital High in Helena were honored for excellence in written English by the National Council of Teachers of English.

French award

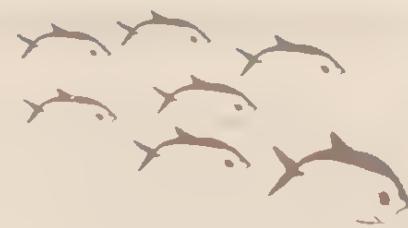
Carina Curnow, a junior at Sentinel High School in Missoula, placed sixth among second-year French students nationwide in the 1993 National French Contest.

Arts awards

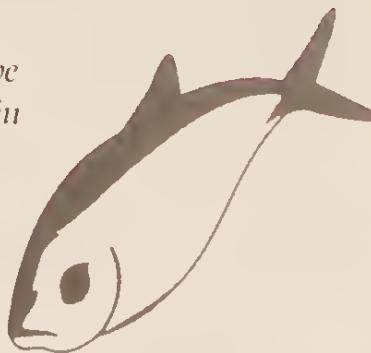
Diane Carroll, Twin Bridges School, is the Montana Art Education Association's Art Teacher of the Year. Terry Thall, Great Falls Public Schools, is Art Administrator of the Year. Ed Harris, Billings, won the Montana Music Educators Association Distinguished Service Award.

Swimming against the current

Alternative high school programs in Montana (Part 2)



in the last issue of *Montana Schools*, we explored the phenomenon of the growth in alternative high school programs in Montana. In this issue, we take a look at three of those programs, two public and one private.



EAGLE High School, Columbia Falls

as an elementary student, Ben Zastrow liked school. In high school, however, he began losing his enthusiasm—in a big way. "I was always skipping," he said. "I got bored."

Perhaps it was boredom that led Ben to drugs. At any rate, he started down a path that eventually took him to reform school.

Ben got a second chance when he was accepted into EAGLE Alternative School. After two years at EAGLE, he graduated in 1993.

Columbia Falls School District 6 created EAGLE (Educational Alternatives and Guided Learning Experiences) because the district

According to Ben Zastrow, the smaller classes and sense of kinship at EAGLE made a difference in his attitude and academic achievement. "You can work at your own pace," he said. "Teachers have a chance to let their sense of humor out. Everybody's friends."

"It's a familial kind of setting," said Estenson. "It's less a school than a learning center. It's home for kids."

Emphasis on learning styles

For some of its students, EAGLE School is the only home they know. The student population represents the whole socioeconomic spectrum,



An EAGLE student works on a Jobs for Montana Graduates (JMG) banner. The JMG program teaches employment skills and helps students find employment.

was losing too many students like Ben, according to JoEllen Estenson, EAGLE's first director. "We had so many teenagers out on the street, either dropping out or being pushed out of the traditional high school, something needed to be done," Estenson said.

EAGLE began operating in January 1992. Located near Columbia Falls under the peaks of Glacier National Park, EAGLE is a separately accredited school, unlike most of Montana's alternative programs, which are branch campuses of larger high schools.

With a student population of about 50, EAGLE combines individualized instruction, computer technology, cooperative learning, and small group counseling with the core curriculum. Individual learning programs direct each student's education. Class sizes are limited to about 15 students.

from homeless to affluent. Students' problems may include substance abuse, truancy, pregnancy, and family problems. Some are simply on their own at an early age. Others are bright students who felt unchallenged or out of place in the main high school.

Many EAGLE students have learning styles that don't accommodate what Estenson calls the "sage on stage" teaching style. "They simply cannot sit in a classroom and be lectured to and be expected to learn the material," she said.

EAGLE's teachers present material in a variety of ways to reach students who may learn best through listening, visual presentations, hands-on activities, or a combination of methods. The staff also uses team teaching and integrated curriculum. An example

(Continued on page 7)

Bridger Alternative Program, Bozeman

One of Montana's newest alternative high school programs, Bridger Alternative Program is a branch campus of Bozeman High School. The program was created after a community committee spent two years studying the needs of students who didn't "fit in" at the main high school for one reason or another.

"We have a terrific high school," said Yvonne Hauwiller, who supervises the alternative program. "It just doesn't work for everybody. We have only one high school in Bozeman; it's a large place. Just going from a class at one end of the building to another could be traumatic for kids who need a little closer contact."

Bridger began providing that closer contact in 1993. Located in a building near the Bozeman school district offices, the program serves around 50 students, with four full-time and three part-time teachers. Bridger offers core studies, parenting classes, child care for parenting students, and vocational studies. Each student is part of a team that develops his or her personal educational plan.

Through a partnership with a local business called Dana Design, one of the nation's top backpack manufacturing companies, Bridger also offers an industrial sewing class. Two Bridger graduates now work for Dana Design.

A hard business line

According to David Swingle, Bridger's coordinating teacher, the school takes a "hard business line" on attendance. "If you're missing, you're out of school," Swingle said. Students can appeal to get back into the program, but with 29 students on the waiting list, they know they have to compete to hold their spaces at Bridger.

The strict attendance policy is part of teaching students responsibility. In the real world, said Swingle, employers don't tolerate sporadic attendance. "We find that rigidity does help," he said. "Our students will be better trained for the real world."

Despite the school's hard-nosed attendance policy, teaching methods at Bridger are "very alternative," Swingle said. "We make students get here, but we make it really rewarding to be here."

Learning options include integrated studies (for example, students learned about Louis Pasteur in history class while math and science activities dealt with infectious diseases); a computer center (Bridger is linked to the Internet computer network; students are participating in a worldwide study on ozone depletion); and independent studies. "The thinking level of students is very high," Swingle said.

Bridger has a close relationship with Montana State University. Swingle, who is curator of education at the Museum of Rockies in his "other life," has five Bridger students working with him on museum exhibits. He envisions an even closer association with MSU in the future. For example, student teachers at the college could work with Bridger students, field-testing curriculum and acting as mentors.

Swingle, who has worked at three other alternative schools, also envisions developing a supervised residential dormitory for Bridger students. A third of the current students live on their own; at least one student has been homeless.

Not all of Bridger's students are low income; some of their parents are professionals. "There's a real stress issue when parental expectations don't match a child's ability," Swingle said.

About half the adolescents on Bridger's waiting list have dropped out of high school. A community needs assessment shows about 200 Bozeman adolescents qualify for the program; that's about average for a community the size of Bozeman, according to Swingle.

For now, however, the school district has its hands full just meeting the needs of students already enrolled in Bridger. Hauwiller is concerned about continued funding for the program in light of state budget cuts to education. But no matter what happens, she said, "we're going to hang on. This program is critical."

Headwaters Academy, Bozeman

Some schools start the school year with an open house. Headwaters Academy, a private alternative high school in Bozeman, takes that concept a few steps further. Every fall, students and their families, school staff, and trustees gather for a week-long camping trip, called the "Confluence," to get the school community in sync for the new school year.

Creating a community where students feel a sense of belonging is a major part of Headwaters' mission. It is a novel concept for some Headwaters students, who often felt isolated at the public high school.

According to Timothy Tate, who helped start the school in 1990 and served as its first headmaster, many Headwaters students left the mainstream high school because their individuality "wasn't being respected, often for their eccentricity or for their intelligence." Others

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EAGLE High School

(Continued from page 6)

is the "SOAR" project (Strategies Organizing Academic Relationships), a one-year pilot program developed by former EAGLE teacher Robbie Sullivan and Scott Gaiser, EAGLE's science teacher and current director.

SOAR interwove science, English, and social studies instruction around various themes. For example, one of the themes explored was "change." Students discussed erosion and other soil changes for the science component. For social studies, they learned about the dust bowl days in

American history. For English, they read *The Grapes of Wrath*.

SOAR teaching methods included direct instruction, peer teaching, and hands-on learning centers. The program was "highly successful but exhausting," according to Sullivan. Planning, coordinating, and creating kits and stations took time the teachers didn't always have.

Nevertheless, Sullivan, who is now a consultant in Whitefish helping schools create integrated curriculum projects, remains convinced that projects like SOAR are the way to go, especially for students such as EAGLE's. "It's appropriate for all kids; it's vital for these kids," she said.

Learning self-control

Electives at EAGLE include such courses as limnology; creative writing; creative expression; "Get a Life," a small-group discussion format; and "Jobs for Montana Graduates," a school-to-work transition program that teaches employment skills and helps students find employment.

EAGLE even offers martial arts. According to art teacher Dale Phelps, who also teaches kung fu, the martial arts classes have nothing to do with fighting. "It's about self-control; enough control to walk away from a fight," he said. Self-control is an important skill for these students, according to Estenson. "These youngsters are often careening out of control," she said.

Students can also take classes at the main high school. Some opt to move back to the main high school permanently, and that's fine with EAGLE's staff. "They need to learn to fit in, too," said social studies teacher Brian Sparks. EAGLE graduates receive a Columbia Falls High School diploma.

Myth busting

Like most alternative high school programs, EAGLE School has its share of problems, including uncertain funding and a long waiting list of students who want to get into the school. The community's image of the school is also a concern, according to Gaiser. "Though we have had consistent

support from school board members, the idea that EAGLE students are an undisciplined, foul-mouthed, long-haired bunch of individuals who have everything given to them on a silver platter, does exist," he said. "We hope that through volunteer community service projects and community education, these myths can be dispelled."

Despite EAGLE's problems, its students are graduating, finding jobs, and going to college. Of last year's nine graduates, three are in college, one is in the military service, one is employed, and two are looking for work. The other two were not contacted for follow-up.



EAGLE's martial arts classes teach self-control to students who are sometimes "careening out of control."

Estenson acknowledges that it's more difficult for mainstream high schools, with their higher student/teacher ratios, to offer the individual attention that EAGLE offers. Nevertheless, she thinks it's time for them to make some changes.

"We have more of a high-risk population [today], but today's high schools look very much like high schools of the '70s, '60s, '50s, and '40s," she said. "We've been slow to change. When kids leave, the districts figure it's the kids' fault, that they don't want to learn. If we're not offering something to every kid that piques his or her interest enough to want to show up, then we've got to be asking ourselves why."

Can high schools do that with every student? "I have to believe that somehow we can," said Estenson. "When people are as talented and creative and smart as the teachers in our schools, I think they have the skills and ability to collectively figure out how to do that."



Headwaters Academy students get individual attention from art teacher Karen McEneaney.

Headwaters Academy

(Continued from page 6)

were dissatisfied with the public school's social environment or pace of learning.

That student profile sounds fairly similar to those of many public alternative high school programs in Montana. There are some key differences, however. Headwaters does not try to serve students with severe emotional, physical, or learning disabilities. According to Shaun Gant, who became headmaster this school year, Headwaters doesn't have the personnel to serve these students.

Nor is Headwaters necessarily a "school of last resort." Most Headwaters students and parents choose the school deliberately, not by default, according to Tate. Leaving the mainstream high school is "a risky choice," he said, especially for college-bound students who are concerned about whether colleges will accept their "alternative" backgrounds. (Since Headwaters is not accredited by the State of Montana, its graduates may need to obtain a high school equivalency credential [GED] for admittance into colleges and universities.)

Apparently, the group of Bozeman parents who created Headwaters Academy decided that the benefits of giving their kids a more individualized education outweighed the risks.

Located in an old fraternity building near Montana State University, Headwaters operates on the philosophy that not all students learn at the same pace or with the same style. With a low student/staff ratio (25 students in grades 7-12 to 10 full- or part-time teachers) and a staff mentor for each student, Headwaters strives to create challenging learning experiences that put students "in the center of learning."

Headwaters provides a core curriculum of math, science, English, history, and geography. The school gives equal weight to courses such as art; Holistic Wellness; Group Work (a small-group discussion class); and Outdoor Education (hiking, rock climbing, and athletics). The school's annual Field Study Tour takes students and staff on a two-week adventure each year. Two years ago, the school went whale watching in Baja; last year, they spent two weeks on an urban safari in San Francisco.

Rigorous academics and accountability are part of parental expectations. "Alternative schools in the past strayed too far from community expectations for academics; they were too loose and 'groovy,'" Tate said. "Headwaters tries to strike a balance."

Headwaters also seeks to make students responsible for their own learning. Teachers

lay out a smorgasbord of learning opportunities and provide the dinnerware, but students have to pick up the fork and feed themselves.

Hard work on a limited budget

Art teacher Karen McEneaney likes the academic freedom and close teacher/student relations at Headwaters.

"I get to experiment here," she said. "If something doesn't work, you try something else. In public schools, teachers are so overwhelmed with the masses that they don't always have time to see kids as individuals. Here, there's nowhere to hide."

The trade-off for freedom and closeness is a lot of hard work on a limited budget. "It's incredibly hard work," said McEneaney, whose store of art supplies often depends on donations and student fundraising efforts. "It's amazing what we've done with hardly any money," she said.

"That's the main drama, the funding," said Tate, who continues to assist with fundraising. The annual school budget is about \$350,000. Half of that comes from tuition, which Headwaters tries to keep low enough, at about \$4,800, to make the school accessible for a wide range of students. The other half comes from grants and donations. To avoid exclusivity, Headwaters makes scholarships available when possible.

Funding is constantly "right on the brink," according to Tate. "It lends a certain energy to the school—if you don't fold under the pressure."

Now in its third year of operation, Headwaters finds itself at a fork in the river as the school struggles to define its future. "The first couple years are a shakedown period," board member Bruce Morton told the *Bozeman Chronicle* recently.

For Gant, part of her challenge as headmaster will be guiding the school through this transition phase. Currently, the school is busy developing a dormitory next door for nine out-of-town students, including two from Japan, one from Germany, one from Mexico, and several from other Montana communities. Gant said students and parents from Forsyth to Spokane have expressed interest in the school. She hopes to build student enrollment to 40 students. She also wants to develop an apprenticeship/mentor program that would pair students with community professionals who work in areas of the students' interest.

Putting students at the center

What can large public high schools glean from Headwaters' experiences? According to Tate, they need to

"break down the institutional numbers into smaller groups" where students can feel a sense of belonging. "The reason you've got cliques within the high school is that you can't sustain intimacy above a certain number," he said. "Small groups are where all the action takes place, anyway. It's just identifying that and using it to the advantage of everybody." The home-room structure is a step in that direction, Tate said.

"It has all to do with empowering and respecting students ... putting them at the center of it."

—Sanna Porte Kiesling
Montana Schools Editor

environmental education

All-new Project Learning Tree manuals are now available

Montana Project Learning Tree has brand-new activity guides. These new manuals represent an entirely new curriculum. New topics and more background information for elementary instruction have been added, along with an entirely new approach to middle and senior high school education.

All this is a result of national work that began in 1990 to ensure that PLT would remain on the leading edge of environmental education. More than 50,000 educators nationwide were surveyed to determine how the program could be improved. Some 300 educators helped rewrite the curriculum; another 3,000 teachers and students evaluated the "new PLT." The evaluation confirmed that the new PLT is an effective program for helping students become more environmentally literate young citizens.

How PLT works

Using the forest as a "window on the world," PLT aims to increase student understanding of our complex environment, to stimulate critical and creative thinking, to develop the ability to make informed decisions on environmental issues, and to instill the confidence and commitment to take responsible action.

Project Learning Tree is a comprehensive environmental education curriculum that can be applied in classrooms, museums, nature centers, scouting or 4-H, outdoors, under a classroom teacher's instruction, or with club leaders or parents.

The program is self contained; activities don't require a lot of pre-planning or expensive materials. Most activities can be used either indoors or outdoors.

Project Learning Tree is designed to be included in busy classroom schedules. It is "user friendly," activity based, and can be infused

into science, language arts, social studies, reading, mathematics, art, music, special education, and civics lessons, as well as other subjects.

Workshops available

The new PLT manual includes activities that help students understand how conflicts arise and how they can be resolved. Most activities stress cooperative learning and problem-solving approaches.

Teachers can acquire the new manual by attending a PLT workshop. Most of these workshops offer college credit or renewal units. Montana has several facilitators who conduct these workshops; they are listed below. Please contact one of them to schedule a workshop in your area.

Bonnie Boggs, 718 Washington, Fort Benton, MT 59422 (739-4398, 622-5586).

Ruth Carlstrom, Prairie View

5869).

Dan Rogers, City of Missoula, Missoula, MT 59802 (721-7705).

Ralph Rogers, Box 63, Winifred, MT 59489 (462-5349, 462-5487).

Sheri Smith, 2705 Spurgin Rd., Missoula, MT 59801 (542-4300, 543-1259).

Joette Swindler, Isabel Bills Elem. School, Colstrip, MT 59323 (748-4423, 748-3190).

Carla Wambach, 3000 Villard #189, Helena, MT 59601 (442-8220, 442-6551).

Enann Walleser, PO Box 184, Arlee, MT 59821 (726-3924).

Cindy Whitmer, 223 Cirque, Bozeman, MT 59715 (585-1575, 586-4741).

For more information about Project Learning Tree, contact Mike Cavey (994-3501).

—Dr. Mike Cavey, Montana State University Extension Service, 4-H



Project Learning Tree materials—new and improved!

School, Conrad, MT 59425 (278-5252, 278-5785).

Mike Cavey, Taylor Hall, MSU, Bozeman, MT 59717 (994-3501, 587-0974).

Wade Crouch, P.O. Box 204, Vaughn, MT 59487 (727-4643, 761-3637).

John Etgen, East Glacier, MT

Bob Gibson, 311 Fieldstone Dr., Bozeman, MT 59715 (587-4327).

Susan Glueckert, 5803 Mainview, Missoula, MT 59803 (251-2980).

Hal Hunter, 1755 Moffit Gulch Rd., Bozeman, MT 59715 (587-6836, 587-1628).

Karen Kerkvliet, 99 Ramona, Libby, MT 59923 (295-4321, 295-5159).

Jim Lane, 100 Tuke Ln, Sheridan, MT 59749 (842-5302, 842-5984).

Craig McCollum, 1753 Moffit Gulch Rd., Bozeman, MT 59715 (587-7198).

Steve Quigley, 875 Hwy. 2 S., Libby, MT 59923 (293-4141, 752-6380).

Beth Reed, 2705 Spurgin Rd., Missoula, MT 59801 (542-4300, 721-4246).

Mitch Richeal, 875 Hwy. 2 S., Libby, MT 59923 (293-4141, 293-

NDN environmental education programs

The U.S. National Diffusion Network's storehouse of excellent, research-based educational programs includes two that are geared to environmental education. According to Pat Johnson, NDN specialist at the Office of Public Instruction, these programs lend themselves to a blending of science, environment, business, and social studies.

For more information on these programs and for workshop schedules, contact Pat Johnson (444-2736).

FISHBANKS

FISHBANKS is a natural resource simulation game that illustrates the interaction of the ecological, economic, business, and psychological forces that cause over-use of natural resources.

Initially developed to teach natural resource management to leaders of developing countries, FISHBANKS has been adapted for use in high school classrooms. It is used in science, business, and social studies classes.

FISHBANKS can be used on the simplest level as an exciting game in which a computer is used to calculate results of each participating group's decisions. The program can be altered to represent a local resource, such as timber, rather than fish. Depending on the computer ability of the teacher and level of the class, other modifications can also be made.

Investigating Environmental Issues and Actions

In this program, students select a local or regional environmental issue, perhaps land or water use, and learn to investigate it scientifically. Next, they find out who is involved in this issue: who the regulators are and who is impacted by the issue. Using interview techniques and questionnaires which they learn to design, students investigate the issue from a social standpoint.

Each group then decides on a solution to the issue and presents this to the class.

This program, designed for grades 7 and 8, is used in science and social studies classes both separately and collaboratively. Students come away with analytical, decision-making, and communication skills. Teacher training in this program is being planned for June 1994. ■

Second in a series on environmental education

—Russell Hartford, Science Specialist; Spencer Sartorius, Health Enhancement Director; Linda Vrooman Peterson, Social Studies Specialist; Cheri Bergeron, Resource Librarian; Sanna Porte Kiesling, Montana Schools Editor; Office of Public Instruction

Using state parks as outdoor classrooms

"Wow, I didn't know you had such a thing!" That's often the reaction teachers have when they hear about the "State Parks as Outdoor Classrooms" resources available from the Montana Department of Fish, Wildlife and Parks.

Many of Montana's state parks offer guided tours, interpretive nature walks, educational hands-on projects, study materials, and videos for visiting classes. These resources can expand students' understanding and appreciation of the natural and human history of the parks. Educational resources have been developed for state parks from Lone Pine State Park in the Kalispell area to Makoshika State Park in the Glendive area, and all points between.

Informational sheets available from the department detail what resources are available for individual parks, what age groups the resources are designed for, the cost (if any), what times of year the programs are available, and whom to contact.

For copies of these informational sheets, contact Debbie Cheek, Parks Division, Montana Department of Fish, Wildlife and Parks, 1420 E. 6th Ave., Helena, MT 59620.



Students explore an educational exhibit at one of Montana's state parks.

More environmental education resources

Endangered species trunks

An endangered species education program has been developed to promote a better understanding of threatened and endangered species among Montana students K-12. Montana's threatened and endangered species include the grizzly bear, gray wolf, bald eagle, black-footed ferret, whooping crane, peregrine falcon, piping plover, least tern, and pallid sturgeon.

Three different trunks house skulls, skins, feathers, and body parts of Montana threatened and endangered species. The trunks also contain education materials on each animal. Lesson plans, activities, and posters are included. The trunks can be checked out to schools for a three-week period. Schools are asked to pay for shipping costs and a minimum fee for trunk use, maintenance, and repairs.

For information about reserving a trunk, contact the Montana Natural History Center, P.O. Box 8514, Missoula, MT 59807 (243-4828).

Environmental issues forums

Books in the Environmental Issues Forums (EIF) series are prepared by the North American Association for Environmental Education in cooperation with the Kettering Foundation. These materials are designed to help local organizations and schools conduct public meet-

ings and study circles addressing difficult environmental issues. Moderators' guides are also available for this series. Topics addressed include solid waste and wetlands. The issue books cost \$4.98 each.

For more information, contact the EIF Coordinator, NAAEE, Suite 400, 1255 23rd Street NW, Washington, DC 20037 (202-467-8753).

Natural Resource Conservation Education

The Natural Resource Conservation Education Program (NRCEP), a program of the U.S. Forest Service, helps people of all ages understand and appreciate our country's natural resources and how to conserve them for future generations. Through structured educational experiences and activities targeted to varying age groups and populations, NRCEP shows people how natural resources and ecosystems affect each other and how resources can be used wisely.

NRCEP equips people to make their own intelligent, informed resource decisions. The essence of NRCEP is partnerships—coordinated efforts with other agencies and organizations that work in conservation education.

For more information, contact Pam Godsey, NRCEP program manager (202-205-1545). ■

Montana Environmental Education Association links educators

The Montana Environmental Education Association (MEEA) was created three years ago to integrate environmental education into the existing K-12 curriculum. This organization works to:

- foster the advancement of environmental conservation, natural resource and outdoor education in Montana;
- establish a state-wide network of education and natural resource professionals, students, and other interested persons;
- foster Montanans' understanding of education in and about the outdoors; and
- encourage and promote training in environmental education in Montana schools, colleges, and universities.

MEEA publishes a newsletter, *Bug Net*, that includes book and program reviews, student activity pages, and other information. The group also sponsors an annual conference, conducts teacher training, and gives awards recognizing exemplary environmental education.

Rural Outreach Program

The MEEA recently received grants to launch a Rural Outreach Program. In October, MEEA began to acquire a collection of teacher resource books on environmental education. Under the direction of MEEA member Carol Soth, the

books will be cataloged and a bibliography distributed to rural schools. The lending library will be available free of charge to teachers in rural Montana. Soth will also be doing outreach residencies in rural schools in different parts of the state

to help teachers incorporate environmental education into thematic units. If you are interested in this program for your classroom or school, contact Carol Soth, 1125 Cherry, Missoula, MT 59802 (721-5068).

For more information on MEEA, contact the Montana Environmental Education Association, P.O. Box 928, Dillon, MT 59725-0928. ■



"Wet & Wild"—MEEA annual conference

The Montana Environmental Education Association's annual conference will be held March 25-27, 1994, in Billings. The theme is "Water—Wet and Wild: Flowing into the 21st Century." A wide variety of workshops and presentations will focus on water and related issues. If you are interested in exhibiting or presenting at the conference or would like registration materials, contact Jerry McCarthy (442-8796).

New state plan seeks to include students in "real-world" ecology data collection

Last April, a unique gathering took place in Evergreen, Colorado. The Ecology in Education Workshop, sponsored by the Ecological Society of America (the organization for professional ecologists) with financial support from the National Science Foundation, brought together ecologists, school teachers, university educators, and resource agency educators.

The purpose of the meeting was to begin a dialogue between professional ecologists and educators. Each of the Rocky Mountain states sent a team to the workshop. Each state's team was charged with developing a state plan to encourage more teaching of ecology in the elementary and secondary grades.

The "preamble" of the Montana Ecology Education Plan says, in part, "In today's complex world, learning and problem solving are increasingly fragmented. There is less interconnection between the parts. Learners often don't understand the larger whole of the systems we are part of. Relevancy and practical application are often overlooked in the learning process. Teachers and students may fail to grasp the broad application of scientific and ecological inquiry to real problems."

To solve this problem, the Montana plan offers ideas for including students in "real-world" data collection, work that ecologists need

done but don't have time or money to undertake. Montana's team members discussed a model program where students all along the Missouri River, from Helena to St. Louis, are now involved in a water-quality data collection effort, coordinated by Helena High School teacher Gil Alexander. This project will provide useful data for many state and federal agencies.

The team also proposed setting up ecology "cooperatives," where teachers, ecologists, and community interests can meet during the school year to help the teachers teach ecology and discuss how to meet the ecologists' data collection needs.

Other steps in the Montana plan call for increased teaching of ecology during teacher training at the Montana university system campuses. Montana currently has a five-year teacher training enhancement grant that fits nicely with this idea.

The Montana plan has received the endorsement of the Montana Science Teachers Association and the Montana Environmental Education Association. Members of the Montana Ecology in Education Team plan to meet again in February to review their progress and update the plan.

For the Forest Service, an emphasis on ecology education blends well

(Continued on page 16)

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

ARTS EDUCATION

Julie Smith, Specialist
444-4442

I am the new temporary, part-time arts education specialist for the Office of Public Instruction. I am maintaining contacts with arts education professional organizations and providing arts education technical assistance and referrals to schools and districts. In addition, I am co-directing (with Jan Hahn) Montana's integrated aesthetic curriculum project for arts and language arts. I can be reached at the number above regularly from 1:00 to 5:00 p.m. until the end of June. By the time you receive this dispatch, I hope to be up and running on METNET to communicate with you.

My experience includes working as the director of artists' services at the Montana Arts Council for nine years, directing the Artists in Schools/Communities programs, and working closely with several statewide arts education projects and organizations. Currently, I also work part time with the Arts Plus Project at Helena Presents/Myrna Loy Center, enhancing and improving theater and dance education with schools in Lewis and Clark and Jefferson counties.

Curricular framework update
Please read the information contained in the Language Arts dispatch from Jan Hahn. It is great to be a part of a project that seeks to design learning experiences for students that echo their experiences in the "real world." These are experiences that naturally combine skills and knowledge in dance, writing, theater, music, reading, visual arts, and media. The difficulty comes when one tries to maintain rigorous standards in all of these areas, especially given the varied levels of teacher preparedness to teach these subjects. We are striving to create an excellent curricular framework for Montana that will help schools provide a solid education in the arts and language arts, a framework that likely will become a national model.

If you are interested in receiving a periodic newsletter about this project, please let me know and I will add you to our "Supporters of Aesthetic Education" group.

Updates/deadlines

Marie Walsh Sharpe Art Foundation 1994 Summer Seminar Program: This is a scholarship program for artistically gifted high school juniors in public and private schools. Four two-week seminars are held each summer on the

campus of Colorado College in Colorado Springs. Deadline: April 13, 1994. Contact Nanette L. Tirado, Program Associate, The Marie Walsh Sharpe Art Foundation, 711 N. Tegon, Suite B, Colorado Springs, CO 80903 (719-635-3220).

iMAGiNE! YELLOWSTONE: Students in grades 5-12 are invited to submit original works of two-dimensional art and/or writing that explores Yellowstone National Park's incredible geology and unique landscape. Deadline: April 1, 1994. Contact iMAGiNE! YELLOWSTONE exhibit, Albright Visitor Center, P.O. Box 168, Yellowstone National Park, WY 82190.

Welcome to Fran Morrow

The Montana Arts Council has hired Fran Morrow as the new director of artists' services. Fran's responsibilities include the council's artist programs as well as the Artists in Schools/Communities and Arts Education programs. Call her at 444-6522 for information on these grants and opportunities.

Spring All Arts Event in Miles City

The Montana Alliance for Arts Education will hold its 1994 Spring All Arts Event in Miles City in early April. The annual event provides a variety of arts education workshops and presentations designed to help rural teachers better incorporate the arts into their classrooms.

Participants provide their own transportation and a small registration fee. If you are interested in attending or would like to recommend a teacher or administrator, call Claudette Morton (1-800-WMC-MONT or 1-800-962-6668).

Summer institutes

The Montana Visual Art Education Institute and the Creative Writing/Drama Education Institute will be held in summer 1994 at the University of Montana in Missoula. Tentative dates are June 14-21. Two semester credits are available.

These courses are a great way to expand your teaching skills, learn to teach the arts and other subjects at the same time, and share with other Montana teachers.

For more information, contact the Montana Alliance for Arts Education, P.O. Box 2264, Kalispell, MT 59903 (257-3241).

Awards

Congratulations to the following recent award recipients: Diane Carroll, Twin Bridges School, Montana Art Education Association Art Teacher of the Year; Terry Thall, Great Falls Public Schools, Montana Art Education Association Art Administrator of the Year; Ed Harris, Billings, Montana Music Educators Association Distinguished Service Award.

Young Montanans Art Exhibit

The Montana Art Education Association sponsors an annual travelling art exhibition representing the artistic efforts of Montana children K-12. This year, 97 pieces from students in 14 schools will

tour the state. The works are divided into three exhibits, each of which will be shown in schools and colleges from Billings to Troy, Twin Bridges to Eureka, Great Falls to Columbia Falls.

If you are interested in being a part of this exhibit in future years (either by submitting works by your students or by hosting an exhibition or both), contact Charlene Greene, MAEA President, Hillcrest Elementary School, Continental Drive, Butte, MT 59701 (494-7092).

Dates to remember:

March 4-5, 1994: AA Band Festivals, Great Falls and Missoula

March 10-13, 1994: Montana Arts Council Cultural Congress and Rural Arts Roundup, Missoula; contact MAC (444-6430)

April 15-16, 1994: Montana Art Interscholastics (High School State Art Festival), Flathead High School, Kalispell; contact Wes Hines (756-5075)

Note: The Montana Thespians Association will be changing its annual convention date from December to February in school year 1994-95. Please contact me if you would like to know more about this event.

BICYCLE/PEDESTRIAN SAFETY

Mary Cheryl Larango, Specialist
444-0516

Looking for a good book?

Road Scholars, The Story of 28 Kids Who Decided to take a Hike for Their Health, is a wonderful book written by Doris Peleg, a fifth-grade student, and Rob Sweetgall, a famous walker.

Twenty-eight fifth-grade students conditioned themselves by walking almost every day over a four-month period while training for a 48-mile foot journey from Amherst to Worcester, Massachusetts. The story is written as a diary kept by one of the walkers.

The Fort River Walkers are students who achieved a dream. In so doing, they learned about health and friendship, tolerance and faith, and the will to survive. It inspired me!

Road Scholars, ISBN 0-039041-07-3, \$5.95 (shipping included), Creative Walking, Inc., P.O. Box 50296, Clayton, MO 63105 (Telephone Rush Orders: 1-800-762-9255).

College credit available

Spring traffic education workshops are being scheduled for Augusta and Pablo. We are looking for another site in eastern Montana.

The workshops teach about the behaviors and characteristics of children that lead to injury and death. Workshop participants will learn how to influence and change those behaviors through small group games, partner activities, and individualized instruction.

The 20-hour initial teacher training addresses childhood injury, child development, current research, accident analysis, effective

education techniques, legal liability, enforcement guidelines, program implementation, and evaluation. Community involvement is encouraged; parents, police officers and administrators are invited to participate.

One undergraduate or graduate semester credit from Northern Montana College will be available for \$70. Registration for college credit will take place at the beginning of the workshop. Call 444-0516 for registration information and schedules.

Helmets available

A set of bicycle helmets can be checked out from OPI's bicycle safety program. Call as soon as possible to reserve helmets. The regional traffic education trainers also have sets of helmets that are available on loan when schedules allow. Please contact me for a list of regional trainers.

Inservice by RTE trainers

The regional traffic education (RTE) trainers are available to lead custom two- or four-hour inservice programs in individual schools. These programs will give an overview of the Elementary Traffic Education Curriculum. Participants will have the opportunity to become familiar with equipment and material resources. Please contact me to schedule an inservice for your school.

You are invited

Elementary traffic education, bicycle rodeos, and more games sessions will be included in the 1994 OPI/Montana Traffic Education Association state conference, to be held April 24-26, 1994, at the Park Inn in Lewistown. If you have attended an elementary traffic education workshop, this will be an excellent refresher opportunity!

Rock 'n' rollers get rollin' on rocks

Did you know that some of the hottest rock stars around are also hot on wheels? Rumor has it that Madonna, Eric Clapton, Belinda Carlisle, and Sammy Hagar (Van Halen) love to ride mountain bikes. In fact, Hagar owns two bike shops in California. Hagar comments on the celebrity cruising: "Rock and rollers are getting into mountain biking because it's a rock and roll sport."

Anonymous quotes

- Caution isn't cowardice—nor is carelessness, courage.
- If you think safety is too costly, try an accident!

CHAPTER 2

Kathleen Mollohan, Specialist
444-4317

Report of 1992-93 use of funds

A copy of OPI's annual report of the use of Chapter 2 funds for the 1992-93 school year is now available. A copy can be obtained from the Chapter 2 program at OPI or by

contacting your county superintendent.

Final year of ESEA Chapter 2

We are in the fifth and last year of funding under Chapter 2 of ESEA. While work is being done on reauthorization, an interim budget has been approved for Chapter 2 for next year. Although we have not received written notification, we anticipate that the national allocation for Chapter 2 will be reduced to \$369,500,000; 16 percent less than the current year.

The U.S. secretary of education's recommendation for the reauthorization of ESEA does not retain Chapter 2 as it now exists. Rather, the recommendation suggests combining funds from Chapter 2 and the Eisenhower math/science programs into a new "Title II" to be used for professional development, which is a major component of the national education goals.

Best use of dwindling funds

Because of the anticipated 16 percent reduction next year, I am making a few recommendations. First, because I am concerned about the impact of such a large cut on small districts, I will ask the state Chapter 2 Advisory Committee to reassess the weighting factors in the formula. The law requires us to give extra weight for districts affected by sparsity and low income. However, it allows states to decide how much weight to give to these two factors and how to determine what constitutes sparsity and low income.

Additionally, I suggest that districts make sure their Chapter 2 planning groups know of the reduction and think of ways to make the greatest impact with the available money. One suggestion would be to consider not unduly fragmenting your allocation among the seven categories, focusing instead on the most pressing educational issue. If a single issue is identified by the district, one of the broader categories could be used; for example, programs for students at risk, school-wide improvement, excellence programs, or innovative projects. The plan of action to address the need could be multi-faceted, could include staff training, and could allow for the purchase of a variety of instructional materials (including computers and books), all under one category.

Here's a hypothetical example: Let's say the Chapter 2 planning team reviewed the district's overall academic program and determined that student performance was lower than expected in math, science, social studies, and English. Several teachers noted that poor writing skills contributed to students' low scores. The team decided that a program of "writing across the curriculum," which had worked well in other districts, could be a good strategy to improve student achievement. In its Chapter 2 application, the district selected program code 56, "other programs designed to enhance . . . student achievement . . ." and described a comprehensive program of writing

across the curriculum that included staff training, computer hardware and software, and library resources.

Now, more than ever, it seems important to emphasize that Chapter 2 is not meant to be a materials-purchase program, but rather a program for improving student achievement in high-priority areas as determined locally.

Paperwork reduction plans

The Office of Public Instruction is investigating the feasibility of allowing districts that are not officially designated as K-12 districts to designate, as prime recipient, either the elementary or the high school district. This means a district would be able to submit one application and would have just one project number.

TRAFFIC SAFETY

**Curt Hahn, Specialist
444-3714**

Traffic education reimbursement

House Bill 89, passed by the 1993 Special Session of the Montana Legislature, amended the present laws providing reimbursement to school districts that conduct state-approved high school traffic education programs.

My understanding of this amendment is that for students completing an approved high school traffic education course beginning July 1, 1994, the school district will receive reimbursement at the rate of approximately 65 percent of what they have been receiving. I estimate that to be about \$75 per student. That payment will be made in August of 1995. The payment made this August of 1994, for students completing the program from July 1, 1993 through June 30, 1994, will be about what it was last year: \$117 per student.

REMINDER! To help us spread out our work load, please be sure to submit your Traffic Education Reimbursement forms to OPI's Division of Traffic Education at the completion of each program you conduct. PLEASE DO NOT WAIT UNTIL THE END OF THE SCHOOL YEAR. Thanks!

1994 traffic education conference

The 1994 OPI/MTEA state conference/workshop will be held April 24-26, 1994, at the Park Inn in Lewistown. Northern Montana College will be offering one semester credit; OPI will offer 15 renewal units. You may want to make your plans now for attending and get your travel request into your school administration as soon as possible. Registration information will be mailed in March. The conference will focus on updating your classroom and behind-the-wheel curriculum, and the new Cooperative Driver Testing Program, which will certify you to give the Department of Justice driver license tests.

Traffic education films and videos

To order traffic education films and

videos, contact Mike Schulz, Western Montana College, Carson Library, 710 S. Atlantic, Dillon, MT 59725 (1-800-WMC-MONT, or 683-7541). If I can be of assistance, please contact me via METNET, phone (444-4432) or fax (444-3924).

Quarterly newsletter available

To receive your free copy of a quarterly newsletter called *Driveline*; to learn more about such things as the new "Crash Avoidance Driving Series" at \$49 per module (there are 28 modules); and to receive such words of wisdom as "A road map will tell us everything we want to know except how to fold it up again"; contact Advanced Driving Skills Institute, 19321 U.S. 19 North, Suite 401, Clearwater, Florida 34624.

Impaired driving

A new "Impaired Driving" course module alerts drivers to the hazards caused by fatigue, anxiety, anger, and other factors. It includes reference materials, lesson plans, eight overhead transparencies, and a three-ring binder for storage. The cost is \$29.50. It is available from Melear Multi-Media, PO Box 71223, Marietta, GA 30007.

1994 University of Nebraska Safety Center summer courses

General Safety: June 6-17
Traffic Safety I: June 20-July 1
Simulation: July 5-15
Range/Simulation: June 20-July 1
Traffic Safety II: July 5-15
For more information, contact the Nebraska Safety Center, College of Business and Technology, Kearney, NE 68849 (308-234-8256).

Approval renewal

If your teaching certificate expires this June, so does your approval to teach traffic education. If you need an application to renew, or other assistance, please call Karen Mulcahy (444-3126).

LIBRARY MEDIA

**Diana Loble, Specialist
444-3132**

First, some background information about your new library media specialist: I am happy to have come out of retirement into the work I love—library media. Libraries have always been a big part of my life; from the Depression days, when my family checked out the maximum number of books allowed each week at our local library, to the excitement of my first library position.

That first position was in Livingston, when I was both elementary librarian and high school media specialist. If you think I wasn't stretched thin! But I loved it, and I loved my positions after that—library media specialist at Helena High School and district library media specialist for the Helena School District.

My goal in this new position is to find as many ways as possible to

support Montana school library media specialists. As in all of Montana education, library media is facing many constraints—lack of adequate facilities, budget reductions, and staff reductions. The stress this produces can be reduced as we find more ways to share information, abilities, and limited resources.

I will do my best to make my office instrumental in this kind of help. Please feel free to write or call me. You may also send a fax (444-3924). My hours are 8:00 a.m. to noon Monday through Friday.

Something new

A free activity guide to "Where in the World is Carmen Sandiego?" is now available. Students are learning world geography with the help of this popular PBS game show and the Broderbund computer game. The activity guide offers a wide assortment of activities and worksheets; programming ideas from teachers; a lengthy list of suggested resources (books, games, software, and outside agencies and associations); and a broadcast schedule for the current TV season. To order, contact Angelina Cusano, WGBH Educational Print and Outreach, 125 Western Ave., Boston, MA 01234 (617-492-2777). From *School Library Journal*, Nov., 1993, p. 44.

SCHOOL FOOD SERVICES

**Sofia Janik, Program Officer
444-2521**

Summer Food Service Program

The Summer Food Service Program will again be available to all public and private schools in Montana in summer 1994. This program provides meals to children 18 years of age and under during the summer months when schools are closed and free and reduced price meals are not available.

Serving sites for this program must be located in an area where 50 percent or more of the students qualify for free or reduced price meals. Once this requirement is met, all children in the area are eligible to receive free meals.

The location of the serving site—that is, the physical location where meals are made available to children—may be a school, church, low-income housing complex, a park, or other location where there is a concentration of low-income children.

As part of the application process, documentation of need must be submitted for each site. This documentation must show the geographical area where children will be coming from or the identified population of needy children. Schools may operate the program at one or more sites and may serve up to two meals daily, either lunch and breakfast or lunch and a snack.

Residential summer camps; colleges or universities which participate in the National Youth Sports Program; local, county, municipal, and state government

(Continued on page 12)

(Continued from page 11)

units; and non-profit private organizations may also serve as sponsors of the program.

If your school is interested in sponsoring the program, or if you know of other potential sponsors, please contact School Food Services, Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

The Summer Food Service Program is operated without regard to race, color, national origin, sex, age, or disability. Anyone who feels they have been discriminated against may file a complaint with the Secretary of Agriculture, Washington, DC 20250.

GENDER EQUITY

Kathy Bramer, Specialist
444-1952

Greetings! I am excited to have the opportunity of serving you as OPI's new gender equity specialist.

My background includes 20 years of consulting and training with non-profit groups on organizational development, structure, team-building, and crisis intervention. For the last four years, I worked for the Montana Department of Labor and Industry, where I managed the dislocated worker program for the federal Job Training Partnership Act and administered the department's Quality Works program. In the latter position, I taught groups about individual and group empowerment, communication, and team-building skills.

My goal as OPI's gender equity specialist is to carry on the good work that has been started here, focusing on such issues as preparing women and girls for the work force; how issues of gender equity affect career choices and placement; sexual harassment issues; and diversity in schools.

I will be looking to you, as the people in the field, to help me determine how best to serve your needs in gender equity issues. I look forward to meeting you and working with you. My door and phone lines are open; please feel free to contact me!

Expanding Your Horizons

Expanding Your Horizons in Science and Mathematics career conferences for middle and high school students are designed to:

- increase interest in mathematics and science;
- present information about career opportunities for women in math and science-related careers; and
- provide female role models of women who are working in non-traditional careers.

1994 conference sites include the following:

Billings: April 23, Rocky Mountain College; contact Nancy Downing (657-1050).

Bozeman: March 26, Montana State University; contact Stacy Jovack (222-3407).

Butte: March 26, Montana Tech; contact Fletha Suttey (496-4125).

Corvallis: March 23, contact Nilda Soto Bishop (961-3201).

Helena: March 9, Carroll College; contact Pat Reichert (444-2410).

Kalispell: March 19, Flathead Valley Community College; contact Kathy Hughes (756-3839).

Missoula: April 15, Hellgate Elementary; contact Cindy Babon (549-9835).

For more information on these conferences or to learn about starting an Expanding Your Horizons program in your community, contact the Gender Equity Office at OPI (444-1952 or 444-2410).

GIFTED & TALENTED

Michael Hall, Specialist
444-4422

Byrd Scholarships

Applications for the 1994-1995 Senator Robert C. Byrd Honor Scholarships are now available. Graduating seniors should inquire about applications and requirements from guidance counselors. Twenty-two scholarships will be awarded in the amount of \$1,500 each. The scholarships are renewable for up to four years of college.

AGATE convention

The Montana Association for Gifted and Talented Education (AGATE) will hold its annual convention March 24-26 in Missoula. This year, the convention will focus on curriculum and early childhood education for high-ability/high-potential students. For more information, contact Rona Engelte (363-5043 evenings).

Gifted education grants

The 1994-1995 school year applications for state-funded gifted and talented education grants are now available. Districts that are currently in compliance with Montana Accreditation Standard 10.55.804 for gifted education may apply. The grants must be matched with local district money.

Applications must be postmarked by March 1, 1994. Notification of awards will be made by May 20, 1994. For applications or further information, please contact me or Janet Andrew at 444-1951.

PUPIL TRANSPORTATION

David Huff, Specialist
444-4396

Safety alert

Students are still being dragged to death by their own buses. Today's student fashions are the problem, along with uninformed and careless bus drivers and failure to take simple corrective measures.

Drawstrings on children's coats and clothing are hanging up on handrails in buses, and drivers are closing the door and dragging the children. Originally, it was thought that the jackknife entrance doors were the common element in these accidents. These doors hinge in the

middle and close against the bus body next to the hand rail. However, there was a recent incident (November 18) where a nine-year-old girl was snagged and dragged to death by a bus with outward swinging doors.

This was the second fatality involving a Thomas Built bus. Several bus manufacturers (including Blue Bird, Thomas, and Collins) have issued recalls on the handrails. In the case of the nine-year-old girl, Thomas had issued a recall on the bus, but the owners had not taken the corrective action. The corrective measures are fairly simple; some are as simple as reversing the handrail. Please contact your dealer for advice, and if you have not responded to a recall notice, do so immediately.

Advise your drivers to watch specifically for snagged clothing. Winter is the time for coats with drawstrings.

School bus poster contest winners

Winners for the 1993 contest are:

Category K-3: 1st place—JoCasta Hanson, Flaxville School; 2nd place—Cory Olson, Cascade School; 3rd place—Christina Powers, Cascade School.

Category 4-6: 1st place—Kirsten Meyers, 2nd place—Gretchen Edwards, 3rd place—Eric Frederick, all of Flaxville School.

Cash awards were given by the Montana Association for Pupil Transportation in the following amounts: first place, \$15.00; second place \$10.00; and third place, \$5.00.

Transportation conference

The Montana Association for Pupil Transportation summer conference is scheduled for June 22-24, 1994, at the Holiday Inn in Billings. Workshops geared for superintendents, business managers, transportation supervisors, contractors, drivers, and mechanics are planned. The MAPT conference is your best training value per dollar for Montana pupil transportation issues. Plan now to attend; include your drivers and mechanics.

School bus inspections

The 1993 update of bus construction standards and the updated school bus inspection form have stimulated a number of questions.

• **Side Mounted Turn Signal Lamps:** Found on page C-13 of the 1993 Standards for School Buses in Montana, this standard was first adopted in 1987. It applies to all type B, C, and D buses but not type A (buses built on a van chassis with a GVWR of less than 10,000 lbs.) Buses ordered or built prior to February 15, 1987 are "grandfathered" and do not require the signals. If your school or contractor has a bus built before 1987 without this signal, check your purchase documents. If you required the dealer to provide a bus which met Montana standards, you should be able to make them pay for the update.

If the side-mounted signal is

installed as an after-market update, it must be "... located midway from the front axle and the rear of the bus and approximately twelve (12) inches from the bottom of the side windows." If it is added to the bus at the factory, it will be "... a standard manufacturer's design..."

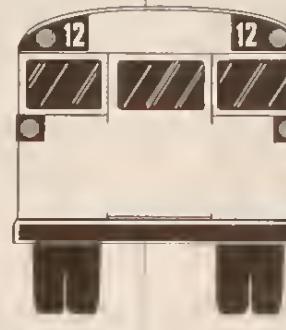
This simply means it does not have to meet the "midway" criteria. It may be located under the second window behind the driver or entrance door, or wherever the "standard design" for a side-mounted turn signal is located.

• **Body Fluids Kit:** Also known as a universal precautions kit. All buses must now carry this safety item. The specifications are found on page C-11 of the 1993 Standards for School Buses in Montana: "Each bus shall have a removable and moisture proof body fluid clean-up kit. It shall be properly mounted and identified as a body fluid clean-up kit." Suggested contents for the kit are in the standards appendix.

• **Fire Resistant Seat Covers:** A new standard for 1993, this safety item is found on page C-15 under "Seats and Crash Barriers." It requires seat covers to meet the "School Bus Seat Upholstery Fire Block Test." This is a higher standard than the standard bus upholstery and should be inspected upon delivery of a bus as it does not look any different than standard upholstery. Although less expensive materials are now available that meet this higher standard, if you have problems in your district with seat vandalism, you may wish to consider Kevlar (used in bullet proof vests) as a seat upholstery. It meets the new standard and is difficult to cut and vandalize. When ordering replacement seat covers for these new seats, be sure to order fabric which meets the new standards. Documentation should be requested from the dealer and kept on file by the bus owner to verify that the upholstery meets the new standards.

• **Forward-Facing Wheelchair (Mobile Seating Device) Securements:** All new buses must meet the forward-facing configuration and four-point device and three-point passenger securement standards found on page C-20 and C-21 of the new standards. This means the wheelchair will face forward and be tied down with four straps (two front and two rear), and the passenger will be secured with a lap belt and shoulder harness attached to the bus. (The lap belt found in many wheelchairs to keep the occupant from sliding out is not sufficient.)

Some power-base mobile seating devices should use a fifth strap because the power base and the seating assembly are actually two separate pieces of equipment attached to each other with several small bolts. They can sever in a crash and need to be independently secured. Check with the securement device manufacturer or the mobile seating device manufacturer for advice. (Some wheelchair manufacturers will not provide advice on how to secure their product in a



moving vehicle. Doing so admits liability; they do not promote their product as a seating position in a moving vehicle, but as a "personal mobility aid."

By 1998, this standard becomes retroactive and all buses equipped to accommodate wheelchairs must be retro-fitted to meet this new mobile seating device standard. Please note that contrary to some voices from non-school sources explaining ADA (Americans with Disabilities Act), schools will not be required to have every bus equipped to accommodate wheelchairs. Only buses that serve students in wheelchairs will need to be equipped to accommodate them.

- Prior Standards: If you haven't already thrown away your older standards, you may want to keep them. Older buses must meet the standards that were in place at the time of their manufacture. If a question arises as to which standard a bus must meet, the old standards will provide the answer. If you have already discarded your older standard, you may call me and I can look up the standard in question for you. New standards will not apply to older buses unless the standard specifically mentions that the standard is to be retroactive, as is the case with the body fluids kits.

- Wheelchair Lifts: A new federal Motor Vehicle Safety Standard applies to lifts to satisfy the requirements of ADA. If you are ordering a new lift, make sure the dealer provides a lift which meets these new standards (fmvss 401).

LANGUAGE ARTS

Jan Hahn, Specialist
444-3714

Reminders

- All school districts must define their significant writing programs for grades 7-12 before July 1, 1994. If you need sample definitions, please contact me. Although I have several definitions from class A and AA schools, I have only two from schools with fewer than 100 students, where policies should perhaps focus on teacher preparation time and number of preparations rather than class size to define quality writing programs. Please send me your sample definitions so I can share them with other schools.

- The National Council of Teachers of English holds its spring conference in Portland, March 10-12.

- A new assessment publication, *Assessment Planning: A Process Guide with Three Design Options*, is now available (see article in this issue of *Montana Schools*). I still have copies of *Program Assessment: A Six-step Process to Curriculum Improvement, Student Assessment: Keys to Improving Student Success*, and the Communication Arts Program Assessment and Student Assessment appendices to the *Communication Arts Curriculum Model*. These are all valuable resources as you develop your local assessment plans.

MATELA resolutions

At its October 19 business meeting in

Great Falls, the Montana Association of Teachers of English Language Arts passed two resolutions on censorship. Montana teachers faced with questions about censorship should be aware of the availability of professional support from MATELA. The text of the 1993 MATELA Resolution Regarding the Censorship of Student Expression in School Publications follows:

WHEREAS, the incidence of censorship of school papers continues across the state;

WHEREAS, faculty advisors continue to be placed in confrontational situations with administrators, faculty, and community; and

WHEREAS, censorship of student expression has a negative educational impact;

THEREFORE, let it be resolved that on notification of such a situation the MATELA executive board will evaluate the professional merit of the challenge, and if they determine that the challenge unduly infringes upon the intellectual freedom of students, faculty, and/or school, then MATELA will actively support those facing censorship by sending, upon request, a SLATE (Support for the Learning and Teaching of English) representative or executive board member to offer professional testimony regarding the dangers of censorship, eliciting the assistance of the National Council of Teachers of English, and encouraging MATELA members to: a) write letters of support to advisers under fire; b) write letters of protest to administrators and school boards; and/or c) write letters to local publications about the situation.

Members at the business meeting also passed a Resolution Regarding the Censorship of Literary and Electronic Media. That resolution includes similar actions, but begins with these words: "In the face of increasing censorship, the members of MATELA reaffirm the student's right of access to a wide range of books and other learning materials (including electronic media) under the guidance of qualified teachers and librarians, and that English teachers be urged to resist censorship by employing points of view and approaches recommended in *The Student's Right to Read* (an NCTE publication)."

Curricular Framework

In June, Montana was awarded a \$420,000 grant from the U.S. Department of Education under the Fund for the Improvement and Reform of Schools and Teaching. The purpose of the Montana Arts and English Curricular Framework is to provide outstanding models of integrated, arts-focused schools in Montana. The curriculum-writing team has met twice in Helena and is scheduled for two more curriculum development sessions, February 23-25 and April 21-23.

In June, an advisory committee meeting will be held. We expect to print the framework in July. August through December, 1994, the curriculum team and advisory committee will present workshops and information sessions throughout the state. Applications to become

model school sites will be available. Tentatively, applications for model school grants will be due January 30, 1995, and the sites will be selected in February 1995. Professional development and training for model school staffs will take place during summer 1995, and the model schools will be operating during the 1995-1996 school year.

Educators, artists, and education supporters can help with this project in several ways. One way is to provide the team with information and ideas. We need: 1) effective lessons that incorporate visual, literary, and/or performing arts; 2) names of schools using interdisciplinary curriculum successfully; 3) innovative high school and middle school schedules that allow for blocks of time; 4) lists of materials (books, films, etc.) that would be useful for aesthetic education; and 5) names of people to serve as resources or provide training in the arts.

According to U. S. Undersecretary of Education Marshall Smith, the national student achievement standards projects are designed to "marry equity and quality." The frameworks projects are expected to serve as bridges between the national standards projects and the classrooms. A new Department of Education publication, *Promises to Keep*, which outlines evaluative criteria, requires that state standards projects be: 1) as rigorous as national subject-specific standards; 2) feasible; 3) cumulatively adequate to give all students skills to succeed; 4) encouraging of students' ability to integrate and apply knowledge and skills from various subjects; and 5) reflective of broad state consensus-building. The U.S. Department of Education is placing a great deal of faith in the 14 frameworks projects and the national standards projects, some of which are near completion. In a November speech to frameworks projects directors in Washington, D.C., Smith said education is at a crossroads: If standards-based reform is not successful, we will witness the end of public education in this country.

NATIONAL DIFFUSION NETWORK

Patricia B. Johnson, Specialist
444-2736

Congratulations

Roundup Central School and Sidney West Side School were selected to participate in a drug abuse prevention program. Carol Wadman, Roberta Hagstrom, Janine Danielson, and Vickie Metcalfe are the teachers from these schools who will be trained to use two NDN programs. *Ombudsman* is a primary drug abuse program for grades 5 and 6; *Know Your Body Yourself* provides students in grades 1-6 with skills necessary to make positive health decisions.

Program highlights

Chapter I HOTS: HOTS (Higher Order Thinking Skills) is a general thinking skills program for at-risk students. It generates gains in basic skills while improving thinking ability and

social confidence. *HOTS* combines the use of computers with a sophisticated curriculum and Socratic dialogue to produce dramatic improvement. Training in *HOTS* is planned for June.

Investigating Environmental Issues and Actions: This interdisciplinary, environmental issues and citizenship action curriculum enhances responsible citizenship through the investigation and evaluation of actual community and regional environmental issues. Training in this program is planned for June.

Project Success: Employing the philosophy that reading, writing, and artistic expression are the basis of all learning, *Project Success* reaches the whole child with a hands-on, integrated, flexible approach that completely immerses the students in learning. Call me for a flyer listing the nearly 20 training sessions currently planned in Montana through late summer.

Classroom Management and Organization Program (COMP): *COMP* provides teachers in grades 1-9 with classroom management ideas and materials. Use of the program improves student behavior and academic achievement. Intense interest in this program was shown at the fall MEA convention.

Project ADAPT: *ADAPT* helps regular classroom teachers assimilate learning-disabled students without taking an inordinate amount of time from regular students. There is a high interest in this program from schools that are moving toward inclusion. *ADAPT* training sessions were recently held in Missoula and Billings and will be planned again.

Teaching the Holocaust: This program fits into five to 18 lessons. It improves higher order thinking skills while teaching history and reducing prejudice. A self-contained curriculum unit for infusion into high school history courses, this project uses innovative classroom exercises to help students examine contemporary issues of prejudice, racism, and democratic values.

Books and Beyond

There are two different projects with the same name. The NDN *Books and Beyond* family literacy program decreases indiscriminate TV viewing and increases recreational reading. The Buttrey Books and Beyond program donates books and computer software to schools in exchange for cash register receipts.

NDN catalog and information

One copy of the catalog of National Diffusion Network programs is available for the person in each district responsible for curriculum. Contact me for a copy or for more information on NDN programs.

NUTRITION EDUCATION AND TRAINING

Laurie Potterf, Coordinator
444-4414

The Food and Nutrition Service at

(Continued on page 14)

(Continued from page 13)

the U.S. Department of Agriculture is working with government agencies involved with product development, purchase, and delivery. These people are trying to determine which commodities to pursue for inclusion in the commodity file. They will also request information from state agencies to find out what they want added to the commodity list. Some of the products are *low fat* and will assist school food service programs in meeting the mandate to implement the dietary guidelines.

New products that are at various stages of development include low-fat pork sausage, low-fat mozzarella and cheddar cheeses, low-fat salad dressing, and turkey sausage.

What are the dietary guidelines?

They are seven recommendations about the foods you eat. They work together, emphasizing variety, balance, and moderation in the diet:

- Eat a variety of foods.
- Maintain healthy weight.
- Choose foods low in fat, saturated fat, and cholesterol.
- Choose to eat plenty of vegetables, fruits, and grain products.
- Use sugars in moderation.
- Use sodium in moderation.
- If you drink alcoholic beverages, do so in moderation (legal age is 21 in Montana).



All of us in education are role models for students. Could this help you to put your New Year's Resolutions into action—and improve what you demonstrate to students?

Prevention

*They've stapled my stomach
And bypassed my heart.
In my late middle-age
I am falling apart.
They agree that my diet
Has fed my demise;
Too much food and too rich
All those years was unwise.
"Eat less, cut the fat, cut the salt!"
They now push.
"Get out of your car
And get off of your tush!"
It crosses my mind
As I wallow in bills,
Could a little prevention
Have spared me these ills?
—Anonymous*

ADULT EDUCATION

Bob Ruthemeyer, Specialist
444-4443

During the 1992-93 project year, 6,453 adults in Montana attended Adult Basic Education (ABE) classes. Fifteen of the 25 adult programs were operated by school districts and received \$647,719 in federal funds. The remaining programs were operated by community colleges, tribal colleges, and correctional facilities. Some adult education programs worked coopera-

tively with Montana Literacy Volunteers of America affiliates.

In February 1994, competitive grants will be made available for 1994-95 federal and state Adult Basic Education funds. Funds support adult learning programs for non-English speakers preparing for the GED (General Educational Development) diploma. Response to requests for proposals (RFPs) will be accepted for Teacher Education and Special Experimental Demonstration projects. The closing date for regular ABE funds and RFPs will be June 1, 1994. Most successful applicants will begin operations in September 1994. For details on application process, please contact me at the number above.

SPECIAL EDUCATION

Bob Runkel, Director
444-4429

1994 Special Education Institute

Don't forget the 1994 Special Education Institute to be held March 7-8, 1994 in Butte at the Best

Western Copper King Inn.

There will be three

conference strands:
"Meeting the
Monitoring
Challenge,"
"Meeting the Legal
Challenge," and
"Meeting the
Educational Chal-

lenge." Presentations will be specifically targeted to school administrators, teachers, and support personnel.

For additional information and registration forms, please call Linda Beadle at 444-5661.

Mandt training

Mandt training sessions will once again be offered through OPI's ED Regional Resource Consultant Project. These two-day trainings provide participants with methods for managing aggressive and non-aggressive behaviors. Please see the calendar on page 16 for locations and dates. For registration information, call 444-5661.

Monitoring

The United States Department of Education, Office of Special Education Programs (OSEP), will be conducting a monitoring review of the Montana Office of Public Instruction, including an on-site review that will occur during the week of March 28-April 1, 1994.

The OSEP monitoring review will focus on OPI's policies, procedures, and implementation of all requirements of the Individuals with Disabilities Education Act (Part B) and the Education Department General Administrative Regulations (EDGAR). OSEP's activities will include a review of applications, records of due process hearings, complaints, and other materials that relate to the operation of programs for children with disabilities in Montana. The review will also include visits to selected local public agencies to assess the ability of the U.S. Department of Education

to ensure compliance with federal requirements at the local level.

Planning team

"People want to make a commitment to a purpose, a goal, a vision that is bigger than themselves—big enough to make them stretch and grow until they assume personal responsibility for achieving it." —John Naisbett

During December 8-11, 1994, 60 people came together in Helena to participate in and commit to a Comprehensive System of Personnel Development (CSPD) Regional Strategic Planning Team. The people selected to participate on these teams were seen as leaders in their fields. They represented special education directors, cooperative directors, related service personnel, parents, general administrators, paraprofessionals, institutions of higher education, general and special education teachers, and pre-school/early childhood education from five regions across the state. Their participation was an honor as well as an opportunity for collaborating, planning, and working with Montana's top-notch education personnel.

The Office of Public Instruction has established procedures for the development and conduct of a Comprehensive System of Personnel Development which includes inservice, pre-service, and technical assistance training for regular education teachers, special education teachers, school administrators, related service providers, and paraprofessionals.

The state-level CSPD Council has developed a strategic plan which provided the structure for addressing networking, dissemination, and planned change. The council endorsed the plan for developing regional CSPD strategic planning teams, with the ultimate goal of moving regional planning to local district planning to ensure the effectiveness of each of the CSPD components.

During the December meeting, the five teams, led by CSPD Strategic Planning leaders and facilitators from across the nation, created visions, goals, objectives, and action steps specific to regional needs. This process required thinking beyond personal needs and grievances to plan for better inservice, pre-service, technical assistance, networking, dissemination, leadership, collaboration, and coordination for all people serving children with disabilities. The strategic planning process has the potential to address many issues and activities that face our state. The process is also an empowering one. Each of these teams has returned to their respective regions to strengthen their membership and, through ongoing communication, networking, and collaboration, continue the strategic planning with the full support of OPI.

For more information on this process, please contact Susan Bailey (444-2046) or Linda Beadle (444-5661) at OPI.

READING

June Atkins, Specialist
444-3664

Publications of interest

Fact and Fiction: Literature Across the Curriculum, Bernice E. Cullinan, Editor, International Reading Assoc., Newark, DE 19714 (1993). This publication suggests specific strategies and topics for using literature across the curriculum.

Authentic Reading Assessment: Practices and Possibilities, Sheila W. Valencia, Elfrieda H. Hiebert, Peter P. Afflerbach, Eds., IRA Publication No. 765. Includes nine case studies written by educators who are creating assessments that match instruction and provide accurate, reliable accounts of students' literacy development. It addresses assessment reform in the classroom and beyond, at present and in the future.

An article by Mary Kay Lentz in *The Delta Kappa Gamma Bulletin*, Fall 1993, Vol. 60-1, pp. 39-42, "Literature for Remedial Readers: A Guide for Using Information Books," discusses ideas to motivate fifth- and sixth-grade remedial readers by exposing them to different types of literature and comprehension activities.

Upcoming reading conferences

Feb. 24-26, 1994: 15th West IRA Regional Conference-Reno, Nevada; contact June Atkins (444-3664).

May 8-13, 1994: 39th Annual IRA Conference-Toronto, Ontario, Canada; contact June Atkins (444-3664) or Arlene Hett (761-8210).

October 1, 1994: Five Valleys Reading Conference—U of M, Missoula.

October 20-21, 1994: Montana State Reading Conference—Helena; contact Kathie Elder (443-4334) or June Atkins (444-3664).

October 19-21, 1995: Tenth Rocky Mountain IRA Conference-Billings; contact June Atkins (444-3664).

HEALTH ENHANCEMENT

Spencer Sartorius, Director
444-4434

Master teacher program

The Montana Association of Health, Physical Education, Recreation and Dance, OPI, and Montana State University have initiated a Health Enhancement Master Teacher Program. This program will bring about 20 elementary classroom and health enhancement (health and physical education) teachers to Montana State University June 13-24, 1994, for an intensive workshop on health enhancement. Health enhancement combines health and physical education into a single program designed to promote healthy life-styles. The master teachers will serve as resources to their local districts and regions.

Funding has been secured to cover room and board, cost of three graduate credits, materials and supplies, plus a small stipend for participants. Applications for this program are due April 1, 1994. Please call me for more information.

Bulletin Board

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

WORKSHOPS/CONFERENCES

Montana writing project

The Montana Writing Project is accepting applications for the 1994 Summer Institute, to be held June 20-July 15, at the University of Montana. The application deadline is March 1, 1994. At the end of the institute, participants are qualified teacher consultants of the writing process; they are specialists in assessment, the whole language curriculum, cooperative learning, and writing across the curriculum. These individuals can help organize workshops, implement new writing programs, and teach writing practices to colleagues and students.

Montana Writing Project requires an \$800 program fee for each participant. School districts usually provide this fee for participants they send. An informational video on the Montana Writing Project, as well as other information and applications, are available from Dr. Beverly Chin, Director, Montana Writing Project, Department of English, UM, Missoula, MT 59812 (243-5231).

Montana State PTSA Conference

The Montana State PTSA will sponsor Parents as Partners, a conference on parent involvement, on March 25 & 26, 1994, at Great Falls High School. The conference will highlight the importance of parent involvement and present useful ideas on how to make parent involvement a reality for our children. For information, contact Carol Paul, Education Chair, Montana PTSA, 1817 3rd Ave. N., Great Falls, MT 59401 (452-8174).

Get that grant

Get That Grant, a workshop on grantwriting from conception to completion, will take place Monday through Thursday, May 9-12, 1994, in Bozeman. Sponsored by the Women's Center at Montana State University, this internationally acclaimed training program is designed for those who want to write effective grant proposals, find new funders, and successfully manage the grant-seeking process. Registration deadline is April 15. Contact the Women's Center, MSU, 15 Hamilton Hall, Bozeman, MT 59717-0210.

CONTESTS

Poster contest

Montana State Parks is again sponsoring a statewide poster contest for fifth-grade students. The theme this year is "State Parks are for Families." Topics often identified with state parks that could serve as ideas for a poster are: wildlife, prehistoric animals, pictographs, history, ghost towns, rivers, geology, recreation and natural

environment. Participating schools will submit their top five selections as finalists in the contest. From among these finalists, first, second, and third place winners will be chosen to receive savings bonds. The school submitting the winning poster will receive a free Lewis and Clark Caverns Video and the *Great Escapes book for its library*. Contact Debbie Cheek, Dept. of Fish, Wildlife and Parks, 1420 East 6th Ave., Helena, MT, 59620 (444-4701) to request contest rules and entry forms. Deadline for entries is April 1, 1994.

Drawing contest

What made you feel good about the holidays? This is what children throughout the United States are being asked to think about when they enter the "1994 Christmas Seal Drawing Contest." For the first time in nearly 15 years, the American Lung Association is reviving a tradition of producing Christmas seals created by children. Great prizes are available to the winners, plus the winning drawing will help children with lung diseases. Christmas seals are mailed to 30 million homes. Children ages 6-15 are eligible to enter and can enter as often as they like. Everyone wins with this contest. Contact the American Lung Association of Montana, 825 Helena Ave., Helena, MT 59601 (1-800-LUNG-USA). Entry deadline is March 4, 1994. An entry form display rack is available.

RESOURCES

Radon in Montana

Did you know that over 42 percent of the homes in Montana exceed recommended radon levels? Montana has the fifth highest level in the nation. The only way to combat this second-leading cause of lung cancer is through education. The American Lung Association of Montana offers the following programs to schools: "Journey to Clear the Air": 22-minute video. An introduction to indoor air pollution, radon, passive smoke, and dust mites. FREE rental or purchase for \$42.50, Grades 3-5. "Journey to Clear the Air": 22-minute video. The story on indoor air pollution from the viewpoint of fourth graders. Topics include passive smoke, toxic chemicals, dust mites, and radon. Includes lesson plans. FREE rental or purchase for \$68.50, Grades 3-5. Other videos for grades 6-12: "Radon—What It Is and What To Do About It," "Radon Control in Existing Homes," "Radon Control in New Home Construction," and "Radon & Real Estate."

The Lung Association has staff available to provide teacher training workshops or to give school presentations. Radon would make an excellent topic for Earth Day and Clean Air Week activities. For details, contact American Lung Association of Montana, 825 Helena Ave., Helena, MT 59601 (1-800-LUNG-USA).

State surplus property

File pockets in new condition, 11 pt. manila, 2 ply straight cut copy tab,

legal size, 2" expansion, Globe Weis B3045DT. 50/box, 200/carton, 740 boxes available. \$1.00 per box. Contact Kay Roos, Department of Administration (444-4514, ext. 129).

AWARDS

President's youth service awards

Presidents Clinton and Bush created the President's Youth Service Awards to excite young people about "Service to America" - neighbors helping neighbors. Any person age five through 22 who performs "hands-on and ongoing" service is eligible. All types of service activities are eligible—tutoring, drug prevention, environmental cleanup, services to the elderly, helping the homeless. Deadline is March 31, 1994. For information and application forms, contact The President's Youth Service Awards, P.O. Box 689, New Castle, DE 19720-0689.

Distinguished principal award

The Montana Association of Elementary and Middle School Principals is requesting nominations for the National Distinguished Principal Award. The program honors principals who have exhibited extraordinary leadership, commitment to their students and faculty, service to their communities, and contributions to the overall profession. The individual must have been an "on-line" principal for at least five years, including this year. For application forms and selection criteria, contact School Administrators of Montana, 1 S. Montana, Helena, MT 59601 (442-2510). Applications are due March 15, 1994, and should be sent to Kathy Pattee, Principal, Monforton School, 6001 Monforton School Rd., Bozeman, MT 59715. Selection will be announced in May 1994.

Teachers Hall of Fame

The National Teachers Hall of Fame honors teachers and the teaching profession. Five teachers are selected for induction each year. Candidates eligible for induction into the National Teachers Hall of Fame must have taught pre-K-12. Candidates may be active or retired, and must be (or have been) certified public or non-public school teachers. Nominations and applications must be submitted on an official application form. Deadline is March 1, 1994. To obtain a form, contact National Teachers Hall of Fame, 1320 C of E Drive, Emporia, KS 66801 (800-96 TEACH or 316-341-5660).

Scholarship

The Montana Association of Elementary and Middle School Principals provides an annual scholarship incentive grant of \$800 to a student successfully applying to or currently enrolled in an approved course of study for a master of education degree in elementary school administration. The applicant must have completed three years of successful elementary teaching (K-8) and hold a current Montana Class II teaching certificate. Contact School Adminis-

trators of Montana, 1 S. Montana, Helena, MT, 59601 (442-2510).

Young women writers wanted

Writer Hillary Carlip is collecting writing for a book entitled *GIRL POWER: Young Women Speak Out Through Writing*, to be published by Warner Books. She is inviting contributions by young women in their teens. Contributors don't have to be "writers," Carlip says. "I'm looking for stories about your own life. What's it like to be who you are, do what you do, live where you live. What are your fears? Your hopes? Your dreams? What's it like growing up a girl in today's world?" Stories, essays, journal entries, and poems are welcome. Send entries to Hillary Carlip, P.O. Box 2635, Hollywood, CA, 90078 (213-465-6104).

POSITIONS

SIMMS positions

The Systemic Initiative for Montana Mathematics and Science (SIMMS) project has openings at the University of Montana and Montana State University:

- 48 teacher/writers (24 at UM and 24 at MSU) for seven weeks starting June 13, 1994;
- Eight teacher/writers (four at UM and four at MSU) 1994-95; 54 teacher/leaders (18 at UM for six weeks starting June 13, 1994, and two groups of 18 at MSU for three weeks each, starting June 13 or July 11, 1994). Secondary teaching experience, strong math or science background, good writing skills, and interest in integrated math required. Applicants should send a resume, transcripts, two letters of recommendation and a sample math lesson or article to: Dr. Johnny Lott, Co-Director, SIMMS Project, Dept of Math. Sciences, UM, Missoula, Montana, 59812 (243-2696) Consideration starts February 17, 1994; open until filled.
- Co-Chair for Professional Development Committee (UM 1994-95; start August 22, 1994). Requires secondary teaching and inservice experience, Ph.D. in math education or math preferred; knowledge of integrated math and technology, and demonstrated ability to work on a team required. Applicants for co-chair position should send resume, transcripts and three letters of recommendation to the above address.

Scholar in the schools

The Montana Committee for the Humanities is seeking a qualified humanities scholar or teacher to serve in its Scholar in the Schools program. The scholar will work in a selected rural school district in Montana for the 1994-95 academic year. The scholar's residency will involve a part-time commitment beginning in August 1994 and running for the full academic year. This is a Montana Committee for the Humanities consultant position. The stipend, including travel and per diem, is \$8,500. Applications are due April 1. Contact the Montana Committee for the Humanities, P.O. Box 8036, Missoula, MT 59807 (243-6022).

Montana in transition

(Continued from page 2)

the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and functional vocational evaluation.

IDEA incorporated several changes in the IEP, primarily in the area of transition. Montana school districts now must include a statement of needed transition services for youth with disabilities 16 years old or older and for youth 14 or 15 years old who receive more than half of their education from special education.

The statement must describe how districts and other public agencies that serve children with disabilities will participate together in the IEP planning process and identify specific areas in which each will take responsibility. If an IEP team determines that a student does not need transition services in one or more of the areas listed above, the team must specify the basis upon which the determination was made. Clearly, transition services have become an important and integral part of the IEP.

Transition Advisory Council established

The Division of Special Education at the Office of Public Instruction has been working to meet districts' needs regarding their responsibilities in providing transition services. A Transition Advisory Council has been established with several tasks to accomplish:

- 1) help develop a transition philosophy, along with goals and objectives;
- 2) gather input regarding transition inservice training needs;
- 3) identify resources, including personnel, for inservice training;
- 4) help develop a transition technical assistance manual;
- 5) identify best practices in transition, in Montana and nationally; and
- 6) help design a regionally based transition services delivery model.

Members of the Advisory Council include the following: Kelly Evans, director, Southwest Montana Education Cooperative, Deer Lodge; Diane Fladmo, director, Prairie View Cooperative, Glendive; LaDonna Fowler, Salish-Kootenai College, Pablo; Mike Fredrickson, director, Special Education, Missoula County High Schools; Bernadine Gantert, director, ADSUM, University of Montana; Daphne Crosbie, Developmental Disabilities Division, Helena; Bob Jahner, Rehabilitative/Visual Services Division, Helena; Hugh Smith, Great Falls Public Schools; Steve Ahmann, Yellowstone West/Carbon County Cooperative, Laurel; Susan Gregory, Eastern Montana College, Billings; Dan Burke, Montana Supported Employment Development Project, University of Montana; Terry Boos, Opportunities Resources, Inc., Havre; Bob Parsley, Indian education, OPI; Jim Whealon, vocational education, OPI; Tim Harris, transition specialist, OPI; and Jack Rudio, Mountain Plains Regional Resource Center, Logan, Utah, as technical advisor.

The council meets at least three times yearly to address priority transition issues. Anyone with questions, concerns, issues, or suggestions is encouraged to contact Tim Harris at OPI or one of the council members near you. ■

—Tim Harris, OPI Transition Specialist

New assessment guide

(Continued from page 3)

difficulty writing a complex assessment plan.

This new guide, however, provides three ways for school districts to organize *existing* assessments into written plans. This process might reveal the need for additional assessments such as performances or observation logs. The process might also indicate a lack of functional assessments to match some of the district's curricular goals.

The guide should help each district write a realistic assessment plan, appropriate to its level of assessment sophistication. The process offered in the guide leaves the door open for plugging in new or mandated assessments as they become available.

Previous Office of Public Instruction booklets in this series have focused on program assessment, student assessment, and assessments for specific curricular areas. Those publications describe many assessment strategies, such as performance assessment, that are not addressed in *Assessment Planning: A Process Guide with Three Design Options*. Educators are encouraged to become familiar with all the various forms of alternative assessments suggested in OPI's assessment series.

For a copy of *Assessment Planning: A Process Guide with Three Design Options*, please call Marilyn Craft at the Office of Public Instruction (444-2417). ■

—Jan Hahn, OPI Language Arts Specialist

CALENDAR

February 1994

1 Love to Read Month
 Black History Month
 American History Month
 21-22: Mandt Training, Helena—Linda Beadle, OPI, 444-5661
28-March 1: Montana Academy of Leadership Development Training on Special Education Administrative Rule Changes and Inclusion, Glendive—Linda Beadle, OPI, 444-5661

March 1994

National Nutrition Month
 National Women's History Month
 Youth Art Month
 4-5: Elementary Traffic Education Training, Augusta—Mary Cheryl Larango, OPI, 444-0516
6-12: National PTA Drug & Alcohol Awareness Week
7-11: Newspapers in Education Week
11: Montana Prevention Caucus, Helena—Patrick Smith, 444-2555
7-8: Special Education Institute, Butte—Linda Beadle, OPI, 444-5661
13-19: National Mid-Level Education Week
14-18: National Energy Education Week
24-25: State Board of Public Education meeting, Helena—Jeannie Worsech, 444-0302
24-26: Mont. AGATE (Assoc. of Gifted and Talented Education), Missoula—Rona Engelter, Hamilton—363-2280
25-27: Mont. Environmental Education Assoc. conference, Billings—Kari Gunderson, 754-2543
31-April 1: Mandt Training, Bozeman—Linda Beadle, OPI, 444-5661

April 1994

Mathematics Education Month
2: International Children's Book Day
4-5: Mandt Training, Glendive—Linda Beadle, OPI, 444-5661
6-7: Mandt Training, Billings—Linda Beadle, OPI, 444-5661
7-8: Caring for Kids, Butte—Joanie Cassidy, 723-4001
14-15: Certification Advisory Council (CSPAC), Billings—Peter Donovan, 444-0301
15-16: Elementary Traffic Education Training, Polson, Tribal

Health Sponsors—Mary Cheryl Larango, 444-0516
17-23: Week of the Young Child
17-23: National Library Week
22-24: Montana Home Economics Assoc. Meeting and Four-State Meeting, Glendive—Laurie Potter, OPI, 444-4414
24-26: Montana Indian Education Association Convention, University of Montana, Missoula—Angie Brockie, 353-2607
24-26: State Traffic Education Conference, Park Inn, Lewistown—Curt Hahn, OPI, 444-4432

May 1994

4-6: Council for Exceptional Children Conference, Missoula—Linda Beadle, OPI, 444-5661
26-27: Board of Public Education, Helena—Jeannie Worsech, 444-0302
June 1994
6-30: Advanced Driving Full-Day Workshops, Lewistown—Curt Hahn, OPI, 444-4432
9-10: Montana Prevention Caucus Retreat—Patrick Smith, 444-2555
13-16: Montana Institute for Effective of American Indian Children, Billings—Bob Parsley, OPI, 444-3013
16-17: Mandt Training, Kalispell—Linda Beadle, OPI, 444-5661

July 1994

21-22: Certification Advisory Council (CSPAC) Helena—Peter Donovan, Administrator, 444-0301

August 1994

1-6: Advanced Driving Full-Day Workshops, Lewistown—Curt Hahn, OPI, 444-4432
18-19: Mandt Training, Helena—Linda Beadle, OPI, 444-5661

September 1994

21-22: Mandt Training, Great Falls—444-5661

October 1994

20-21: MEA Instruction and Professional Development Convention, Billings—Eric Feaver, 442-4250

State ecology education plan

(Continued from page 9)

with its new emphasis on ecosystem management. Ecosystem management can only benefit from a citizenry that understands ecology.

If you'd like a copy of the Montana Ecology Education Plan, contact Jack De Golia at the Beaverhead National Forest (683-3984). For more information, contact Carol Brewer, Biology Department, University of Montana (243-6016); or the Montana team leader, Dr. Elisabeth Charron, 213 Reid Hall, Montana State University, Bozeman, MT 59717 (994-5952). ■

—Jack de Golia, Public Affairs Officer, Beaverhead National Forest; member of the Montana Ecology in Education Team

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